

# THE SCHOOL JOURNAL.

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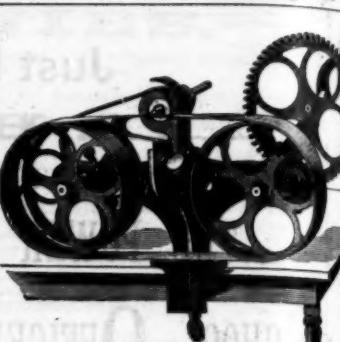
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# The School Journal.

ESTABLISHED 1870.

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A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, EDITOR.  
JEROME ALLEN.

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New York, April 4, 1885.

THE graces of the soul are perception, will, memory and conscience.—COMENIUS.

It is not decrying Greek to say that one student may be better educated without it than another with it. There have been excellent scholars in politics, medicine, law, and theology without much knowledge of any other language except their vernacular. It is a false idea that, in order to obtain an education, a fixed curriculum must be followed by all alike. Tastes and peculiarities differ. Education must proceed along different lines with different persons.

An education must be obtained, if there is to be success, but it may be in the university of the farm, fireside, rough practical life, or college halls. Thousands of college graduates succeed because they are educated; tens of thousands of the ungraduated succeed for the same reason.

Much has been said concerning the recent departure made by Harvard University. It consists simply in concluding to respect the personal tastes of young men. It is not a

war against Greek, Latin, or the natural sciences, but it is placing them in a list to be elected or rejected. The wealth of Harvard enables her to do this. It has been said that a young man of sixteen or eighteen is not able to choose a course of study for himself. There is force in this objection; but has not every student many friends who know his mental tastes? His preparatory teachers would be excellent advisers. It would not be difficult to determine along what line of elections he would be most likely to succeed. Once started in a course there would be no change; he must fight it out on this line.

It has been said that this will promote indolence. That rests with teachers. There is no reason why there should be more indolence in one course of study than in another. A student of history, if properly supervised, has no more chance of being lazy than a student of Greek or Hebrew.

This reform in Harvard is the commencement of a radical change that will in time work its way downward, until in all our schools, classes will be arranged on different principles. All in one room will not be required to study the same branches at the same time.

PROFESSOR BARTLETT, of Dartmouth College, says that many men know more than is healthy, and might better have read less and thought more, thus increasing the mental muscle rather than adipose. The power of Webster consisted, not in the wonderful knowledge of law he brought to bear upon his work, but in mastering his cases so thoroughly, and stating them so clearly, that they seemed too plain to be argued about. It was a characteristic of Abraham Lincoln that he presented his issues so tersely, simply, and clearly, that he won the very humblest among his hearers, and his readers could readily appreciate his words. Knowledge is not what we remember, but what we make our own. The best thing ever said concerning knowledge is that it is *power*—the power of taking it in through the senses, and working it over so as to serve the best uses in life. Whoever has this power over what he knows is an educated person.

It is sometimes said that such a one has a good education, but can make no use of it. In other words, he has *holding* capacity, but no *manufacturing* or *working over* faculty. There are thousands who can repeat nearly all they ever read, but are practical failures. Now, the fact is, the ordinary man gets along with very little knowledge of what books teach. If the most successful merchants, lawyers, doctors, mechanics, grocers, contractors, should be examined on algebra, higher arithmetic, ancient, or even modern history, and geography, how would they stand? Give them the same examination their children receive in the higher grades of a good district school, and the majority would fail.

Does this prove that they are not well educated? Does it show that the drill they received in school was lost?

By no means. Their success has come from an education that has made them work over what they received, and reproduce it in thought power. *The power of personal thinking is the test of a good education.*

A SUPERINTENDENT in one of our largest Western cities believes that our system of teaching spelling is all wrong. The average man uses about 600 or 700 words. The educated man uses from 2,000 to 2,500 words. Suppose we use 2,000, what is the use of committing 5,000 or 6,000? A scholar is given thirty-five words to spell; he will probably use five of them. What is he spelling the other thirty for? Take the subject of grammar. Scholars learn definitions without comprehending them. We ask too many questions that have no value. Language should be learned through the use of it, and not through definitions. Take geography. What do we care for a state, but the climate, history, products, and two or three of the principal cities? This habit of memorizing things of no value is a humbug. You say you memorize for mental discipline. What is mental discipline? The perfection of education is in a righteous will. He who can say to the judgment, conscience, and affections, go hence or thence, is an educated man—he is a disciplined man.

This odd superintendent also believes that examinations demoralize scholars. They waste four or five weeks in the short school year. Because of a lack of uniformity in marking papers, and injustice done to pupils in going from one school to another, the old plan should be broken up. Lengthened written recitations can be substituted for them. The teacher can easily judge who is not able to keep up with the class, and these can be put back. With this plan far more could be accomplished than at present.

The gentleman who holds these opinions is a sensible, common-sense man. He has seen much of the world, and looks upon school work in a business manner. But what a revolution would result if his ideas should be carried out! What if our system of schools were conducted on a business plan! Suppose the method of classification could be made on the principles recognized in trade. Certainly, living children would not be put together in herds, and kept there until they could all pass the same examination. A merchant classifies his goods according to quality and availability. Not so the teacher.

It is said, "Such a system of classification is an impossibility," but the history of education disproves the assertion. Our method of requiring all scholars to pursue the same branches, without regard to adaptation or mental capacity, is in direct violation of educational principles as old as Socrates and Aristotle. Educational writers in all ages have condemned it. It only remained for the nineteenth century to set an example to the world of committing a grievous sin against the children now in training in our schools.

We publish this week an excellent Reading Course adopted by the Hannibal, Mo., High School.

*The Practical Teacher*, under Col. Parker's management, is becoming a strong factor in the solution of our educational problems. While it deals mercifully with inconsistencies, it is not wanting in substitutes for what it condemns.

SUPT. DAVID G. WILLIAMS, of York, Penn., has printed a small pamphlet of 275 questions on "School Government," for use at examinations. Opposite each question is a reference to a page in "Parker's Talks on Teaching," where the answer can be found. The questions are good. They will be reproduced in the JOURNAL.

PRESIDENT PORTER, at the recent Yale alumni dinner, said that "those college arrangements are the best which prepare the man to meet all the exigencies of daily life, and *will not let him off*."

This will apply not only to the college but the elementary schools as well. He also said that Yale is allowing larger electives than ever before, but all on the principle that a student who begins a course *must go on with it* from beginning to end, and do something with it which is worth telling of. This is sound educational doctrine.

THE New York papers are now saying that "it will not do much good to clean up New York City this spring in anticipation of a visitation of the cholera unless Brooklyn and Jersey City are cleaned up too." This sounds like the pouting talk of children—"If you won't I won't." The same argument is frequently heard in reference to technical examination questions. "The teachers expect it," says the examiner, "and we must ask them." The teachers retort, "The examiners ask them, and we must be prepared to answer." So it goes—child's play all through life.

THE very full list of books for school libraries, prepared by Mr. Dwight Holbrook, Principal of the Morgan School, Clinton, Conn., and recently published by us, has been thoroughly revised by him. Not only the correct name of each book, with its author, will be given, but the name of the publisher and price as well, so that teachers will have no difficulty in ordering.

The pamphlet will be prefaced with an introduction by Hon. B. G. Northrop. Mr. Holbrook has added very full remarks concerning the various classes of books. The pamphlet will be one of the most valuable ever published on this subject. It will be printed in the JOURNAL from week to week.

FROM a recent set of examination questions we select the following: "How many participles have verbs? What can be said of the subject of a preposition? The meaning of a sentence often depends on what? What is tmesis? What is apocope? In what do all errors of language consist?"

State the grammatical reasons why the following expressions are wrong: We had some nice lattice and sparrow-grass for dinner. I saw him entering the gate and ringing the bell. You is the second person. He failed fulfilling his promise. I seen him yesterday. Not only was he poor, but idle. I should be sorry if you would be sick."

This is technical grammar with a vengeance. If much of this sort is common in our schools, there is a clew to the fact that the study of grammar, ordinarily, is not a favorite among our scholars. It gives us also a reason why some pupils study grammar for their entire school life, and at the close speak as ungrammatical as when they began.

If the study of English grammar does not lead learners to speak and compose our language with ease and correctness, it is a fraud and a humbug.

OUR contemporary at the Hub goes off into exclamation points because we affirmed in a recent issue that "more contradictory things have been said concerning what has been called the 'New Education' than any other subject discussed by intelligent people."

There is a "New Education," and there is an indefinite something that some people have conceived

it to be. We were speaking of the latter. We regret that a prominent educator should fail to make the distinction.

But this is not our crime. It is that we said, "Supt. Peaslee is urged by prominent gentlemen as the successor of Gen. Eaton," and that the "Department would be in excellent hands if he should be appointed."

We here say, most emphatically, that our interest in this subject is not a personal one. We have at heart the educational welfare of the whole country, and our only desire is to see at the head of the Department a man large enough and broad enough to look after it in the best manner, and independent enough to refuse to be led by any one person, however influential that person may assume to be.

No book is more valued abroad than "Fitch's Lectures on Teaching." It is full of most sensible and sound philosophy, put in attractive manner. Mr. Fitch is one of the oldest inspectors of schools in England, and in these addresses condenses the wisdom of years spent in directing the daily affairs of elementary schools. His style is lucid, and his advice such as all teachers will at once respect. A glance at the titles of his lectures will show the character of his discussions:

The Teacher and his Assistants.

The School, its Aims and Organization.

The School-Room and its Appliances.

Discipline. Examining.

Learning and Remembering.

Preparatory Training. The Study of Language.

English Language. History.

Arithmetic as an Art. Arithmetic as a Science.

Geography and the Learning of Facts.

Natural Science. The Correlation of Forces.

Under each of these principal heads, are eighteen or twenty sub-heads. We are reprinting this book for the use of American teachers. It will be ready by the middle of June.

Gov. PATTERSON, of Pennsylvania, has designated April 16 as Arbor Day. The object of this, as he says, is "to aid in the systematic encouragement of tree planting throughout our various communities: to awaken and cultivate among the young a taste for the study of nature and some knowledge of the necessity, profit, and delight of agricultural pursuits: to arouse public attention to the necessity of preserving and perpetuating to a proper degree the forests of the state." This is what ought to be done in every state in the Union at once. The time is come for vigorous action on the part of all who desire to avert the peril following the destruction of our forests. No time is to be lost. Before we know it, the fate of the destroyer will be ours. Already the Hudson River is suffering, and the time is not distant when boats of medium size will not be able to reach Albany. Troy is now cut off from water communication with the ocean, except during a limited time. Destructive floods, succeeded by prolonged droughts, are certain to follow each other yearly in increasing severity, unless some measures are taken at once to avert such a disaster. What is true of the Hudson is also true of every river and region in our country. When the pine forests of northern Minnesota are gone, the upper Mississippi will be a different stream, and St. Paul and Minneapolis different cities.

A RECENT educational note in the *Tribune* commenced by saying:

"It is an interesting question what will be the ultimate effect of education on working men as a class. There are many who even now deprecate universal education on the ground that while it is undoubtedly a blessing, its tendency is to make people in humble stations of life dissatisfied with their lot."

It is not education that makes men dissatisfied with their lot, *it is the want of it*. Because Miss Nancy comes from school a dudena, unwilling to even look at a cook stove, much less cook a beef steak, it does not follow by any means that she is educated. An educated workingman is the best workingman in the world. The trouble is that most schools do just what the *Tribune* urges them

to do; they make a cast iron course of study, and compel all pupils to pursue it. A boy enters school with an intense love for tools and invention. His greatest aversion is for the ancient languages. He is at once put into Greek and Latin, and an everlasting grammatical grind, and comes out at the foot of his class. Educated? No; uneducated, warped, twisted out of his natural bent. A miserable doctor is ground out of what would have made a master mechanic. Why it is that in this enlightened age any man of intelligence can be found to advocate the doctrine that there should be no election in the studies a young student should pursue in his school course, is past our comprehension. Adaptation is the law everywhere else, in everything else—except courses of study. Here the law is one of an election as unchangeable as the decrees of the Medes and Persians

HON. W. B. RUGGLES, State Supt. of Public Instruction, N. Y., has ordered that examinations of applicants for State certificates be held at the High School buildings in Albany, Rochester, and Watertown, at the rooms of the Board of Education, corner Grand and Elm streets, New York City, and in the Grammar School building, corner of Washington and Hawley streets, Binghamton, commencing on Tuesday, the 30th day of June, 1885, at 2 o'clock P. M.

In order to be admitted to the examination, candidates must be present at the beginning of the examination, produce testimonials of character, and of at least two years' successful experience as teachers. They must pass a thorough examination in the following named branches: Reading, spelling, writing, grammar, and analysis, geography, outlines of American history, arithmetic, algebra, and plane geometry. They will also be expected to have a general knowledge of book-keeping, composition, and rhetoric, geology, chemistry, physics, physiology and hygiene, botany, astronomy, zoology, linear and perspective drawing, general history, general literature, methods, and school economy, civil government, and school law.

State certificates will only be issued to those whose examinations show a standing of at least seventy-five per cent. in each one of the thorough examination branches, and an average standing of at least seventy-five per cent. in the general knowledge branches, and that they do not fall below fifty per cent. in any one study in the latter class.

PRESIDENT WALKER of the Board of Education of this city, says that the last two grades of the grammar schools should each of them occupy a full year of the time of the scholars. In the course of the debate in the Board, concerning admission into the Normal College, Commissioner Pomeroy said: "The teachers are compelled to 'cram' their pupils during the latter part of the course, in order to get them up to the standard for admission to the college. The remedy for this is to change the course of instruction in the four higher grades, so that the studies may be more gradual, and may require a longer time to pass." This was referred to a committee.

Commissioner Devoe says: "This most important subject is now in the hands of this committee, composed of five members of the Board, men learned, considerate, strong mentally, and sincerely desirous to do that which will be promotive of the greatest good to the children committed to their care. To do this work thoroughly and properly will require time and patience. I feel specially interested in this subject, as it relates to young girls of twelve and fourteen years of age. If they are unusually bright or smart, is it well to stimulate them, or better to gently restrain them? I do earnestly hope this present effort will be productive of permanent relief."

The Board adopted a resolution, abolishing all per cent. examinations for admission into the Normal College. Hereafter candidates will be admitted only in the order of merit, until the number that can be accommodated is completed.

President Hunter's recommendation for an elective course of study for the Normal College was referred to the Committee on the Course of Study.

For the SCHOOL JOURNAL.

## NORMAL TEACHING.

## READING LESSON.—NO. I.

Reported from Cook Co. Normal School by I. W. Fitch.  
*Purpose of the Lesson.*—To deepen the impression of words previously learned by additional practice.

*Teacher.* Who will find a stick? [A stick is discovered in a box on a table as if placed there unintentionally.]

"This is a stick," is written upon the board. The pupil who finds the stick reads the sentence, holding the stick towards the teacher.

T. O yes! What color is it?

Pupil. It is green.

T. [Erasing stick and writing "green stick."] Now, you may read it.

P. This is a green stick.

T. Who will find something else? [A small doll is found.] What is this?

P. This is a doll.

[The sentence is written upon the board.] T. What kind of a doll is it?

P. It is a little doll.

This sentence is written upon the board and read. Different pupils are sent to look for objects selected for a purpose and accidentally (I) placed in the box or on a desk. A little ball, a little box, a little mat, etc., were found, and sentences, made upon the board by rubbing out certain words and substituting others.

The teacher continuing says: "Suppose we join these two sentences together." [She here writes "and" after the word "mat" in the sentence: "This is a mat," and thus joins it to the sentence beneath: "That is a little boy."] "When we join two stories together we must rub out the big letter here. [Rubbing out "T" in "That" and substituting "t."]

All this time a pleasant conversation has been carried on between teacher and pupils about the various objects discovered, the attention of the children being skillfully directed to such sentences or "stories" as were planned for introducing the words to be learned.

## READING LESSON.—NO. II.

*Purpose of the lesson:* To make the transition from script to print—this being one of a series of similar lessons.

"The boy has a hat," is written upon the blackboard.

*Teacher.* Who can make a hat? [One or two place their hands across their heads; the others imitate them.]

T. Charlie's hat is not a very good one; I think it will fall off. [Charlie's hat immediately impresses.] Who can make a cap?

An inventive boy puts one hand above his forehead to indicate the frontispiece, while his other hand, placed above the head, indicates the other part of the cap. He is imitated by the other children. The sentence:

"The man has a cap on," is written by substituting "man" for "boy," and "cap" for "hat" in the preceding sentence. The pupils are led to read these sentences, one after another, easily and naturally.

T. What else has a cap on? [looking around the room.]

Charlie. The dog has a cap on.

T. How funny that is! Let me write it; writes: "The dog has a cap on."

The children are immensely delighted, and read the sentence in the most natural manner. They are permitted to express their views on the subject, sometimes to one another, but generally to their teacher, who, in this instance is apparently as surprised and as delighted as they are, and talks to them about the funny dog that would put a cap on. Charlie is here reminded that as he is taller than Mary, he ought to stand behind her that she may see.

I am going to write the name of something else that has a cap on. [Rubs out "dog" and substitutes "cat."] Did you ever see a cat with a cap on? Look around the room and see whether you cannot find a cat with a cap on. [Jennie spies a paper

cat pinned to the wall, and quickly makes known her discovery.] Here is another cat [opening a Monroe reading chart and showing a picture of pussy with a very high cap on her head.]

The children laugh, and read more or less readily the sentence in print, about the cat with the cap on. "See—the—cat," drawls one little girl.

T. You don't see the cat. I see it, and it sees me too, I guess. Tell me what this says, [running her finger rapidly over the two exclamations: "See the cat! See the cat!"]

This time the sentence is read with more animation.

The question: "Has the cat a cap on?" and its answer, "The cat has a cap on," are practiced upon until all can read them as they would say the same in conversation. "You didn't tell it very well," "Tell me that again," are remarks made by the teacher.

T. Let me put these stories on the board,—writing the sentences. I see a word here—pointing to "has," that we have not read very often, [Sentences with "has" are read]. Turning again to the chart, the teacher continues, "I am going to give this line to—all are quiet and eager to have the sentence to read—Mary."

Mary reads the sentence proudly, and passes to her seat. A sentence is given to each of the remaining pupils in the same way, and the class is then dismissed.

## AN EXPERIMENT IN NUMBER.

The pupils are standing around a table. The teacher says: "Ida has six apples and gives four to Belle [naming pupils in the class], how many more apples has Belle than Ida?"

Several ambitious hands go up, and two boys say: "Oh, that's easy!"

T. Charlie may show us with these blocks. [Placing several on the table.]

Charlie. She has two more. [Showing six blocks.]

T. You don't show us. I wish to see how you do it with the blocks.

Charlie has the right answer he is sure, but cannot illustrate with the block.

A second ambitious boy takes the blocks, and says that "Belle has two more."

T. Show us.

Second Boy. Why, here are two apples for Ida, and here are four apples for Belle. She has two more.

T. Show us.

The boy can do no better, and Nettie takes the blocks.

N. Here are the four apples that Belle has [laying aside four blocks], and here are the two apples that Ida has [laying aside the two blocks and picking up two more blocks.] I measure the four blocks and the two blocks with the other two blocks, and then count how many more there are in the big pile.

*Note.*—Examples like the one above are given in our arithmetics under subtraction. Experiments in this school are showing that there is a process of "comparison" different from mere subtraction. Had the process of subtraction been the one needed the question would have read, "Ida has six apples and gives four of them to Belle, how many has she left?"

For the SCHOOL JOURNAL.

## DISEASES OF THE WILL.

(Mind Article No. XXIX.)

The diseases of the Will are classified by authors under four heads:

- I. LACK OF WILL POWER.
- II. EXCESS OF WILL POWER.
- III. CAPRICE.
- IV. EXTINCTION.

## I. LACK OF WILL POWER.

Guislain says that "persons affected in this manner can will to themselves, mentally, according to the dictates of reason, but the will is not transformed into active determination." Such individuals may have excellent judgment and memories. Some persons, touched with this disease, say, "I know I should do as you say, but my strength fails me when I ought to act." Prof. J. H. Ben-

nett speaks of "a gentleman who frequently could not carry out what he wished to perform. On one occasion, having ordered a glass of water, it was presented to him on a tray, but he could not take it, though anxious to do so." Instances like these could be gathered from medical works, all showing that there is a disease affecting the will alone.

But how does this concern teachers? There are mild forms of this disease in all our schools. Every teacher of several years' experience can recall many instances of apparently uncalled-for stubbornness, in which children, from no apparent cause, refused to do some simple act. No one can tell why the child acted as he did. Teachers and parents, and even the child himself can assign no reason, only he apparently will not, while in fact, he can not, and no amount of punishment will correct the fault. The more the mind is studied the more it is seen that much of the severe punishment of former days was through ignorance of mind diseases. Lack of will impulsion is by no means uncommon among adults. Cases are seen in life daily.

What shall be done with children who seem to have a lack of will power?

1. Negatively—never scold or blame. It will only intensify the difficulty. The author of this article, in his younger teaching days, punished a boy severely for not doing what it seemed to him he could as easily do as turn over his hand, if he would. Why he would not was a mystery, and remained so until a study of mind diseases revealed the cause.

2. Negatively—the cure is not through the will; let that alone. Other powers must be rendered active, in hope that through them the will may resume its normal tone. For example, use motives, gain confidence, excite affection, laughter, joy, hope, anticipation, even anxiety, and a little fear. Even the simple act of jumping or reading, singing or telling a story, may affect the will favorably.

3. Moral influences give tone to the will early in life. Children, seemingly unable to do what they ought to or to resist doing what they ought not to do, can be strengthened by moral feelings. Let even a young pupil be thoroughly convinced that a certain line of action is wrong, and will surely produce bad results, and there will be a strengthening of the will in that direction.

4. Repeating one kind of work many times strengthens the will. Reading aloud the same selection five times; writing the same number on a board thirty times; walking on a certain track backward and forward ten times; anything that tends to give the power of doing what one is told to do, will strengthen this faculty.

5. The habit of doing without asking a reason strengthens the will. A child who is always told the reason why is not likely to grow up with an improved will. He comes to expect an explanation, and if he cannot understand what is said he is liable to refuse to do what he is asked. A boy is asked to take a letter to a neighbor's and get a certain article. He asks, "Why?" An explanation is attempted, he cannot comprehend the words and refuses to go, on the plea, "It's of no account." The difficulty is in the way the boy has been trained. The probability is, unless a radical change takes place in the manner he is educated he will grow up either with no will of his own, or a mulish disposition. Either result is possible. In the next article this subject will be continued.

For the SCHOOL JOURNAL.

## PRINCIPLES OF MENTAL SCIENCE APPLIED.

[Questions asked by a Brooklyn teacher and answered by Miss May MacIntosh.]

1. (a) Distinguish between intellectual power and knowledge.
- (b) Between knowledge and culture.

ANSWER.—(a) What is known is the material with which the intellect works. Intellectual power implies more than simply knowing; it infers the presence of will to use and to arrange its material. We may know a fact—before Newton's time, men knew apples fell—but it required the intellectual

power of a Newton to use such a fact in the best possible way.

(b) Culture is that which tends to produce intellectual power.

2. A subject may be presented—

(a) Analytically.

(b) Synthetically.

Illustrate each by an example.

ANSWER.—(a) Analysis "proceeds from the examination of facts to the determination of principles." (Chambers' Encyclopædia.) Ex. Botany is taught analytically when children gather and examine leaves, flowers, etc., with a view of finding out the natural principles of classification from the facts at their disposal.—(b) Synthesis "proceeds to the determination of consequences from principles known or assumed. The test of perfection in a theory is the harmony of the results obtained by the methods of Analysis and Synthesis." (Chambers' Ency.) Ex. Give children all the distinctive characteristics of the Rose family, and require them to identify any member of that family by its likeness to the general type; they will then be working synthetically.

3. Use all the senses in the acquisition of knowledge. Explain and give an example.

ANSWER.—All the senses must at first aid in the acquisition of knowledge. The babe at first carries everything to his mouth. Uneducated persons must touch as well as see, or at least, point towards the object. After a while these more material sensations become parts of the experience, therefore they need not be repeated; though even in educated adults there is generally a confusion of the sensations of smell and touch with those of taste in some cases,—as may be proved by eating strongly-flavored articles, or taking medicine, with the nostrils closed. It is the pleasant smoothness of many milk-foods which pleases the palate rather than the taste; yet we often hear, "This tastes good." As to the more intellectual senses—Sight and Hearing—we have only to visit the nearest Blind, or Deaf and Dumb Asylum, to see how greatly the loss of these retards intellectual growth.

The teacher will have most to do with Touch, Sight, and Hearing. (The order given is the natural one.) Begin with the concrete,—that which may be handled, and pass gradually to the abstract, through that which can be seen and heard, to that which must be imagined.

4. The mind is acquisitive and productive.

ANSWER.—The seed, before it is placed in the ground, has the life-principles within it; but it cannot develop until it acquires from the earth around it food suitable for its nourishment. Then it will obtain strength to produce, "first, the blade, then the ear, then the full corn in the ear."

5. Instruction should proceed from the concrete to the abstract.

ANSWER.—In this order Nature teaches her children.

Concrete—what is grown together, compact, united, solid.

Abstract—drawn off from, separated (as thought is from the object or circumstance producing it).

The child learns first the properties of what he handles; then, in reaching after the moon or stars, he discovers that there are things which he cannot grasp, but only see. He learns to know his mother's voice, and will recognize her by it when he cannot see her. Finally, he will learn to expect that when he is placed in the same circumstances, the same consequences will follow. In Memory, he has reached the Abstract. Thought has been evolved from what was perceived by the Senses.

6. Why should the organs of Sense be cultivated or trained?

ANSWER.—The answers to Questions 3 and 5 show that, since the senses are the only roads leading to the mind, it is eminently necessary to see that they are in the best possible condition; and that we should not attempt to follow any other than the natural order, i.e., the way in which babies learn to grasp, direct their gaze, to listen, to walk, to talk, etc., in our education of the children. The wisest teacher is the one who most closely watches little children.

## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

### READING.

By D. C. LUENING, Milwaukee, Wis.

The first reading lessons in the so-called baby-classes should be general language lessons. Conversation, object, writing, and reading lessons, as given simultaneously, should, severally, predominate, as the needs of the class may require.

The words, cat, ran, fat, in, and on, are very good to begin with, for they represent the objective word, the action word, the quality word, and the relation word; each requiring a somewhat different *modus operandi* in development. Every minute detail of the lesson is not given here, but enough to serve as an illustration.

#### I. THE OBJECTIVE WORD.

Cat.—If possible have the object before the class. A number of stuffed animals can easily be made by the teacher out of Canton flannel of different colors.

Since the objects are not to be had in all cases, the lesson is here given without much reference to them.

"Children, I will make a nice picture upon the black-board. Watch, and see if you can tell what it is." The teacher begins to draw the picture of the cat—which she may have outlined faintly with a pencil before school—upon the black board. After she has completed a part of the cat, she may ask: "What am I drawing, children?" The children will now begin to guess, and the teacher will have the full attention of the class. They will be watching and waiting anxiously for each part of the picture to appear. The picture should always be drawn in the presence of the class, since it quickens their perception wonderfully to see the picture grow under the teacher's hand.

"Children, what did I draw on the black-board?" "A cat."

"James, you may come and give the cat some bread and milk."

"Your cat can't eat, teacher."

"Why not?"

"Because it is only the picture of a cat."

"What does this picture mean?"

"It means a cat."

"I will now show you something else that means cat." The teacher now prints the word cat in the picture of the cat. "This, children, is the word cat, and when we see it we think of a real cat."

Teacher, taking the stuffed cat.—"Agnes, what have I in my hand?"

"You have the cat in your hand."

"Otto, what am I pointing at?"

"You are pointing at the picture cat."

"Anton, what do you see here in the picture-cat?"

"The word cat."

"Meta, you may come and place the cat upon Annie's desk."

"August, you may show me the word cat."

"James, where is the word cat?"

"It is in the picture-cat."

The teacher may now cover the picture and word cat with a piece of paper, and ask the pupils what they can see. Now cut a hole in the paper large enough to exhibit the word cat, hold it over the picture and ask what they can see now. Now print the word upon the black-board a number of times with crayon of different colors.

"Class, what is this? And this? And this?" etc.

"Charles, point to the green word cat."

"Mary, show me the yellow word cat."

"Anton, show me the picture cat," etc., etc.

"Now children, you may all shut your eyes and tell me what you see."

The children laugh and probably say: "We can see nothing when we shut our eyes."

"Well, shut your left eye and tell me what you can see."

"We can see the picture-cat and many words cat."

"What do you think of when you see this word?"

"We think of a cat."

The teacher then writes the word cat upon the black-board, telling the children that she will make the word cat in some other way. After a little

drill the pupils are to write the word upon their slates. Both the printed and the written word should be taught from the beginning. The pupils should not be required to print the word upon their slates. I consider the practice of printing, when done by children, largely a waste of time. There is, of course, no harm in asking the children to try and make the word upon their slates, or upon the blackboard; but the teacher should not make a practice of it. Let the pupils write a good deal, but do not let them print. Having the pupils draw the picture on their slates is also of some value; too much importance, however, is not to be attached to it.

#### II. THE ACTION WORD.

Can—"Children, watch me and see what I am doing."

The teacher takes a chair and sits down, with her hands in her lap.

"Agnes, what am I doing?"

"You are sitting in the chair."

(Teacher walks.) "Fred, you may tell me what I am doing now."

"You are walking."

(Teacher runs.) "What am I doing now, Jane?"

"You are running."

"Frank, can you run?" — "Well, you may come here and run to the window and back again."

The teacher then lets Lizzie, Max, and Alma run, telling them to come back and stand in a line.

"What did Frank do?"

"He ran to the window."

"What did Lizzie do?"

"She ran to the door."

"What did this little boy do?"

"He ran to the stove." Etc., etc.

The teacher may now draw the picture of a cat and a rat upon the black-board, and tell a short story about the cat trying to catch the rat.

"What did the cat do?"

"The cat ran after the rat."

"Now let us play cat and rat a little. Arthur, you may be the cat, and Willie may be the rat."

Let different boys and girls play for a minute, or two and then proceed to ask: "What did Arthur do? What did Mary do?" Etc., etc.

Now I will try to make a picture of Arthur upon the black-board. What is this?"

"That is a picture of Arthur."

"What did Frank do before?"

"He ran."

The teacher then writes the word ran and proceeds as with the word cat.

#### III. THE QUALITY WORD.

Fat.—"Children, when I came to school this morning, I saw two men on the street. One of them was so large that he could look over the head of the other one, and the other one was so small that he looked like a little boy. I will make a picture of the men upon the black-board for you." The teacher now draws a very tall and slim, and a very small and fat man on the black board. The children will laugh when the picture of the long slim man assumes shape under the hands of the teacher, and they will be ready for a very interesting lesson when the small fat man has made his appearance.

"When I first saw this little man, I thought it was a boy Josie, do you think it is a boy or a man?"

"I think it is a man."

The word fat will be easily obtained, and the teacher proceeds to dwell upon it.

"Julius, what have you seen that was fat?"

"I saw a fat dog."

"Annie?"

"We had a fat chicken for dinner yesterday."

"George, what did we say about this little man on the black-board?"

"We said that he was fat."

"Now I will print the word fat for you on the black-board. The man is so fat, I will print it right on his coat."

The teacher now proceeds as before, not forgetting to review the words already learned.

\* It is the opinion of leading educators that both forms should be given at first, as it tends to confuse; also, that script is all that is necessary for the first few weeks, after which the transition is easily made, and the class is then ready for the book.—E.S.

## THE RELATION WORD.

*In* and *On*.—*In* and *On* may be taught together.  
"Children, how many of you have a school-bag?"  
The children all respond.

"Henry, what do you do with your school-bag?"  
"I put my slate and pencil into the school bag."  
"Julia, where do you put your slate when you go home?"

"Into my school-bag."  
"Agnes, where do you sleep at night."  
"I sleep in my bed."  
"Where is your bed?"

"My bed is in the house."  
Now I will make a picture of a house upon the black board."

The teacher draws a bird cage with a little bird inside.

"Anton, what do we call a little house like this?"  
"A bird cage."

"Jane, where is the bird?"  
"The bird is in the cage."

"Where is the bird now?"

The teacher makes a picture of a bird upon the table.

"The bird is on the table."

"Where is my hand now, children?"

"Your hand is on your head."

"Where is it now?"

"In your pocket."

"You may all put your right hand upon your head. Now put it into your pocket."

Let the children find things that are on the table or desk, and let them put them into their pockets, school bags, etc. Then reverse the operation.

When the teacher feels that the meaning of the words has been grasped by the children, she should place the word *in* under the picture of the bird in the cage. After it has been treated as described above, the word *on* is to be placed beside the picture of the bird on the table, and treated in the same manner.

For the SCHOOL JOURNAL.

## SELECTIONS FOR WRITTEN REPRODUCTION.

TION.

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EDWARD R. SHAW.

## WASHINGTON'S PUNCTUALITY.

Washington was one of the most punctual of men. When he appointed 12 o'clock as the hour for meeting Congress, he never failed to be passing the door of the hall as the clock struck twelve. He dined at four o'clock, and if his guests were not in time, he never waited for them. It often happened that new members of Congress who had been invited to dine with him, would arrive when dinner was half over. To them he would merely say "Gentlemen, we are punctual here. My cook never asks whether the company has arrived, but whether the hour has." In 1789 he made a tour of the Eastern States, remaining in Boston a week. On the day appointed for leaving, he named 8 o'clock as the hour for his departure. He was to be escorted out of the city by a company of cavalry. The appointed time came, but not his escort, whereupon he set out alone, and was overtaken by them on the road. On their coming up to him, Washington said: "Major, I thought you had been too long in my family not to know when it was eight o'clock."

## THE KID AND THE WOLF—A FABLE.

A kid coming alone from the pasture was pursued by a wolf. Turning round, he said to the wolf: "I know, friend wolf, that I must be your prey; but before I die, I would ask of you one favor, that you will play me a tune to which I may dance." The wolf did as asked, and while he was piping and the kid was dancing, the hounds, hearing the sound, came up and gave chase to the wolf. The wolf, turning to the kid, said: "It is just what I deserve; for I, who am only a butcher, should not have turned piper to please you."

AFFECTATION is a greater enemy to the face than the small-pox.

## For the SCHOOL JOURNAL.

## A READING COURSE.

## ADOPTED BY THE HANNIBAL, MO., HIGH SCHOOL.

A really good book never dies, and one such book read by a pupil will never lose its effect. It is of the greatest importance that children early acquire a love of good literature. All of these books are good. It will be noticed that they are selected with a view both to interest and instruct. This is important.

No school of any size in an intelligent community need be without these books. If only an interest is created in the minds of parents, they will cheerfully pay to attend a school festival, or fair, especially if they are assured that it will place interesting books in the hands of their children:

## FIRST CLASS.

1. American Explorers. Higginson
2. Last of the Mohicans. Cooper
3. Tom Brown's School Days. Hughes
4. Old Times in the Colonies. Higginson
5. Zigzag Journeys, Classic Lands. Butterworth
6. Zigzag Journeys, Europe. Butterworth
7. Boys of '76. Coffin
8. Fairy Tales. Anderson
9. Ivanhoe. Scott
10. History of U. S. Higginson
11. Boy Travelers, Siam and Java. Knox
12. Boy Travelers, Japan and China. Knox
13. The Spy. Cooper
14. Intelligence of Animals. Wonder Series
15. Lives of the Presidents. Weaver
16. Tales of a Grandfather. Scott
17. The Story of Liberty. Coffin
18. From Canal Boy to President.

## SECOND CLASS.

1. Last Days of Pompeii. Bulwer
2. Character. Smiles
3. Lady of the Lake. Scott
4. Student's Manual. Todd
5. Sketch Book. Irving
6. Daniel Webster. Banvard
7. Kenilworth. Scott
8. Letters to Young People. Holland
9. John Halifax, Gentleman. Miss Mulock
10. Midshipman Easy. Marryatt
11. Getting on in the World. Mathews
12. Two Years before the Mast. Dana
13. Ocean World. Figuier
14. Arthur Bonnicastle. Holland
15. Travels in Africa. Du Chaillu
16. George Washington. Irving
17. Tales from Shakespeare. Lamb
18. Fairy Land of Science. Miss Buckley

## THIRD CLASS.

1. Abraham Lincoln. Wonder Series
2. Egypt. Dickens
3. Pickwick Papers. Dickens
4. Child's History of England. Smiles
5. Self Help. Abbott
6. Alexander the Great. Wonder Series
7. Pompeii. Eggleston
8. Hoosier School Master. Abbott
9. Julius Caesar. Hawthorne
10. The Marble Faun. Longfellow
11. Hiawatha and Evangeline. Abbott
12. Alfred the Great. Goldsmith
13. Vicar of Wakefield. Epochs in History
14. Crusades. Green
15. Short History of England. Lockhart
16. Napoleon. Bayard, Edmonds, etc.
17. How to Succeed. Hawthorne
18. House of the Seven Gables.

## FOURTH CLASS.

1. David Copperfield. Dickens
2. On the Threshold. Munger
3. The Deserted Village. Goldsmith
4. Tales of a Traveler. Irving
5. Pendennis. Thackeray
6. Charles Sumner. Chaplin
7. Shirley. Bronte
8. Old Curiosity Shop. Dickens
9. Scottish Chiefs. Miss Porter
10. Vanity Fair. Thackeray
11. Innocents Abroad. Mark Twain
12. Adam Bede. Eliot
13. Vegetable World. Figuier
14. John Quincy Adams. Shakespeare
15. Merchant of Venice. Shakespeare
16. Hamlet. Shakespeare
17. Macbeth. Milton
18. Sampson Agonistes.

## FIFTH CLASS.

1. Among my Books. Lowell
2. Autocrat at the Breakfast Table. Holmes
3. Conduct of Life. Emerson
4. Benjamin Franklin. Holly
5. Idylls of the King. In Memoriam. Tennyson
6. Middlemarch. Eliot
7. Tam O'Shanter, Cotter's Saturday Night. Burns

8. Henry Clay. Greeley
9. Lalla Rookh. Moore
10. Henry Esmond. Thackeray
11. John C. Calhoun. Am. Statesman Series
12. Milton, Bunyan, Hampden. Macaulay
13. Reptiles and Birds. Figuier
14. Alexander Hamilton. Am. Statesman Series
15. Yesterdays with Authors. Fields
16. Conditions of Success. Whipple
17. English Men of Letters—Burke, Gibbon, Hume, Johnson. Morley
18. Les Misérables. Hugo

## RULES OF THE LIBRARY.

Pupils are advised to read one of the books in their grade once in two weeks. By so doing, the reading course can be completed from year to year. A fine of ten cents a week will be imposed on all pupils who keep a book over two weeks. When a book is needlessly injured, a fine of 25 cents will be imposed. If a book is destroyed, a fine equal to its full value shall be collected. No pupil with unpaid fines will be allowed to draw books. All fines will be paid by the teachers into the treasury of the district or library association.

## For the SCHOOL JOURNAL.

## SCHOOL-ROOM DEVICES.

## A SYMPOSIUM.

## SPELLING.—I.

Spelling should be taught incidentally in all the recitations of the common school in written work, and during oral recitation the teacher calls attention to the orthography of the words used. John defines cancellation. The teacher quickly asks James to spell the word. The same may be done in reading, grammar, geography, history, etc., and will take but very little time from the regular subject. In this way the pupil learns the word in its proper connection—it signifies something to him. As he studies he notices words more closely, for he may be called upon any moment, in class, to write or spell them orally.

It is a good plan to keep in a note-book a list of the words pupils misspell. Once a week these words can be used in sentences. Words can again be culled, and once a month a general review be given.

L.

New Hampton, Iowa.

## II.

These devices for spelling exercises are especially adapted to schools in which the time for recitation is short. As much variety as possible is aimed at. First method: Call the class to the board; divide it into sections; give one section the words to write; give second section the writing of definitions, in their own language. Each member of the last section is required to compose original sentences containing every fourth word. After the lesson has thus been put upon the board, let teacher spell the words orally, and all members of the class unite in pronouncing. Vary, first, in division of class. (a) By commencing at left of class to divide; (b) by commencing at right of class; (c) by commencing at the middle of class, etc. Vary, secondly, by changing work of divisions; if time for recitation is very short by letting two sections each spell half of the words, two sections each define half, and two sections each use one fourth of lesson in composition.

Second method: Where only the form of the word is to be taught, place class at board, as before, and having divided it into four sections, give each section a word in turn until fourth section is reached, when 1st will be ready for its second word, and the other sections in turn. The chief advantage of this is that it prevents copying, as pupils have not time to look around, and are too far removed from those writing the same words as themselves. It also teaches concentration of thought. Still another method is to provide blank slips of printing paper and divide the class into as many sections as time requires. Write the lesson on the slips and have the members of the class take them home and correct them in turn.

Suggestions: Expressions incorrectly written should be immediately replaced by correct ones. Both correct and incorrect forms should not be placed upon the board at the same time, as they confuse the pupil. Lessons should be made short

and also interesting by showing the derivation and origin of words, and by anecdotes of their misuse. In composition work, language is worth nothing unless it expresses thought.

JAMES W. ELLIOTT.

NUMBER.

To save time and condense much into little, teachers often need something besides the ordinary text-books. Large sheets of manilla paper, cut to suit, may be used to great advantage. They can be ruled and columns of figures written upon them for manipulation in class or study at the seat. For instance, suppose we have,

A	892
B	931
C	189
D	538
E	682
F	909
G	764
H	399
etc.	etc.

The class are ready. The chart prepared hangs in sight, the characters being in bold type. The teacher can quickly assign slate work to each or all. A few examples will illustrate and suggest how it can be extended and used. 1. Add A C E G. 2. Find difference between A and C. 3. How much wood at \$12 a cord can be bought for A dollars? B dollars? etc. 4. What number multiplied by C will produce B? 5. How much can one earn in H days of 8 hours each, at 42 cents an hour? 6. Sold a hat for G cents, and lost by the sale \$10.75, what did it cost? 7. What number divided by F will produce C? etc., etc. By assigning one letter to the whole column of numbers, and designating units by  $x$ , tens by  $y$ , and hundreds by  $z$ , each example will be varied as often as there are new numbers. A column of 25 numbers will give almost infinite variety.

#### GEOGRAPHY.

Helps in vivifying geographical facts: pictures, books of travel, scrap books containing scrap collections of the interesting and curious, and compositions.

Books of travel are found in every Sunday school and public library. By the aid of library catalogues the teacher may assist the scholars in selecting suitable books. The scholars may even be allowed, under certain circumstances, to read these books during school hours. During the recitation, the knowledge thus gained may be made available by such questions as, "What did Rollo see here? or, "What did the Zig Zag tell about this place?"

Pictures may be cut from the illustrated papers and put in a scrap-book, or mounted on waste pieces of paste-board. Old papers containing useful pictures may be obtained in large quantities; few people care to keep them. Photographs may be used, if money enough to buy them can be raised. All things considered, the most convenient way is for two teachers to join forces and buy stereoscopic views, cutting each double view in two. Children don't know how to use a stereoscope; and to use one with the picture out of focus is a positive injury to the eye. The name of the picture is written on the back.

The scrap-book will contain newspaper cuttings, and will be fully indexed. The children will gladly furnish the slips, which should be carefully edited by the teacher; and the children can do the pasting and indexing in school hours. Collections of minerals and plants, properly labeled, are valuable helps.

Growth comes from activity. The scholar's mind must be stirred once in a while by a composition. This will show how well he has understood—often, how he has misunderstood, the subject taught. After the composition has been corrected by the teacher and copied by the scholar, it is put into the school library, in a pamphlet case made by the bookbinder, or improvised, and sometime in the future, three months, six months, or a year afterward, give the writer the same subject again, and let him write another essay, and let him use the first one written as a help, if he wishes. It is

to be hoped that the second composition will show the result of the months of training intervening, and that the difference would be perceptible and an encouragement to the pupil. Essays one and two are now filed away, side by side; and, in due time others given, which, if not on the same subject shall be so nearly like it that a comparison of the essays will give some proof of progress, or the lack of it. The set of essays standing in the library along with the big books, will be interesting evidences of "how my child is getting on" in one study, at least.

#### HOW TO MASTER A READING LESSON.

First step: Let the children read over the lesson and make a list of the words they do not understand. These should be defined and used in original sentences until their meaning is clearly understood.

Second step: Have the lesson read sentence by sentence, paying strict attention to pronunciation and enunciation.

Third step: Have it read silently, paragraph by paragraph, and the thought of each paragraph reproduced orally and in writing.

Fourth step: Let the pupil give an oral outline of the whole. In advanced classes the connection between the paragraphs may be shown—an excellent mental discipline.

#### READING.

*Aim:* To teach pupils to read script from the board and from the cards.

*Method:* 1. Show the pupils an object.

2. Talk with them about it.

3. Write the name of the object on the board.

4. Let one pupil point at an object and the other pupils find the word on the board.

5. Before dismissing the class give each pupil a card with the new word on it.

6. At the commencement of next lesson let the pupils show the card and give the word upon it.

7. The first section of the following vocabulary is introduced by objects; the second section, by pictures.

SECTION I.—Box, ax, hat, tea mat, pea, pan, cap, top, fan, bench, pen, hoe, bell, lad, man, pod, door, cup, doll, egg, ruler, jug, boy, pie, girl, pin, chair, dish, house, watch, wood, wool, stove, vest, veil, book, cakes, key, quart, quill, zinc.

SECTION II.—Ox, cat, rat, car, fox, hen, men, bee, nag, bug, dog, bed, gun, fly, pig, horse, cow, owl, zebra.

J. J. S.

#### POLITICAL PARTIES.

##### EARLY HISTORY.—AN OUTLINE.

1. The government of the United States in its original form, in 1777, was an extreme democracy, whose controlling principle was the complete independence of separate communities.

2. Political parties in the United States had no formal existence until the revolution, which dissolved allegiance to Great Britain.

3. Party organization began about the close of the session of Congress, May 8, 1792.

4. The names of the parties were Federalists and Anti-Federalists.

5. The Federalists favored the increase of the army and a high tariff. The Anti-Federalists opposed both.

6. The Anti-Federalists adopted the name DEMOCRATIC REPUBLICAN, which is now abbreviated to Democrat, and was first used as a word of contempt.

7. The party which was called Republican until about 1828, was the party which is now called Democratic.

8. In 1794 the Federalists advocated the forming of a navy. The Republicans opposed. They tried to prohibit trade with England.

9. In 1798, the rallying cry: "Millions for defense, not one cent for tribute," became the watchword of the Federalists. Many of the Republicans became Federalists.

10. In 1807 the Republicans opposed any currency but gold and silver, and tried to prevent the government from borrowing money. The Federalists were more willing to give power to the government.

for the SCHOOL JOURNAL.

#### GEOGRAPHY IN THE PUBLIC SCHOOLS. NO. II.

BY PROF. C. T. BARNES.

In the article published last week, several reasons were stated (No. I.) for making geography a part of the school curriculum. Additional ones are here given.

XI. The occupations of the people; manufacturing, with its buildings, machinery, and motive power; farming, with its crops raised, and implements used; and commerce, with its routes of travel and its facilities for transportation, form another profitable subject for observation and study.

XII. Map-drawing and moulding in sand are important aids to the imagination in getting a true idea of the contour and the upraised forms of any country, but they should never be considered as ends in themselves, in the work of geography.

X. In advanced geography, the map is the basis of all study, and the readiest way to learn such map is to draw it, not as a work of art, but as a means of learning it.

XIV. Some knowledge of latitude, of the circles and zones of the earth, and of climate, is necessary to a proper understanding of the varied conditions of vegetable and animal life; but the special study of mathematical and of physical geography belongs to a more advanced course.

XV. While pupils should not be required to memorize the words of a geography lesson, they should be required to memorize the facts of such lesson.

#### ORDER OF STUDY.—PRIMARY WORK.

The readiest way to gain the attention, and arouse the interest of children, is through familiar and interesting conversations between teacher and pupils. Children love to talk, and will improve every opportunity allowed them for unrestrained conversation, either in or out of school. The wise parent or teacher will take advantage of this to impress useful lessons on their growing minds. I believe more can be done in these unstudied talks with little children, than can be done in formal lessons. The wise teacher will, however, always have an object beyond the mere arousing of curiosity. There will always be an effort made to take advantage of this aroused interest to secure an increase of intelligence through awakened thought.

In the first lessons of geography, the ideas of place and direction can be developed by means of these familiar talks, and practice should be given in making pictures of the school-room and playground.

The idea of distance may then be developed, practice being given in actual measurements by pupils, and thus a knowledge of the inch, foot, rod, etc., can be added to the child's accomplishments.

In connection with this, there should be an objective development of the natural divisions of land and water, through reference to the part of the earth's surface surrounding the school-room.

From the little creek is developed the conception of the mighty river; from the pond, the lakes, and oceans; from the hill, the mountain; from the bit of level land at the door, the vast extent of the prairie; from the hamlet, the great city. Here the imagination of the pupil, with its wonderful building power, must be called into use. More than this can not well be done during the first three or four years of the child's school life, in addition to his lessons in reading, writing, drawing, and number.

(To be continued.)

"WHY?" teaches pupils to think; it shows the consequence or connection of facts and ideas—that is its chief office. He who knows facts may *ken*—may be filled with *knowledge*; but it is the man who knows why and how facts follow each other he is the truly wise man—the man gifted with wisdom.—*Toronto Educational Weekly*.

A PRINCIPLE is the first thing. *This is unchangeable.* A method comes from it. *This is unchangeable also*, for it is a logical inference from a principle; but the manner of carrying out the method, applying it, putting it into action—this may and will vary with individuals.

## TABLE TALK.

A Minnesota teacher speaks thus despairingly of attempting anything in the way of school-room adornment. She says:

"Suppose you adorn your walls and make your room attractive, the probability is that next term there will be another teacher who does not appreciate such things, and lets them be destroyed, while you may go and adorn another one. For instance: my successor in a place where I taught the last three terms, on entering my room where I am teaching now remarked: 'Oh! you have imbibed the spirit of Mr. Lewis (one of our live teachers) and believe in adorning your room. Well, I do not spend my money and waste my time on such nonsense; scholars do not appreciate it, and it is only work for nothing.'

Yes, it is discouraging, but still the fact that other people do not live up to their possibilities should not keep us from attempting to do so. No effort to cultivate the children's taste will be barren of results. Some child will date his awakened interest in beauty and art from the pretty decorations of the school-room during that one term.

\* \* \*

It is seldom that more heroic endeavors are made for the maintenance of good schools than the people of Lonoke, Ark., have been making for the past five years. After taxing themselves to the full extent allowed by the State Constitution, they found in 1879 that the amount was insufficient for their school expenses, and raised by subscription \$10,000 as a supplementary fund for five years. The same amount was raised again in 1884, for like period. But last December a fire destroyed their building, and left them with no place except the churches and public halls for their schools. They have been making great efforts to raise the money for a new house, but still lack \$7,500. Here is a worthy object for the generous to consider. Perhaps an exhibition for the benefit of Lonoke would pave the way to frequent exhibitions for the empty library and bare walls at home.

\* \* \*

Mr. Charles L. Moon of Ellicot City, Md., has something to say concerning a question recently asked in the JOURNAL. He says: "I do not doubt that the request for examination questions will receive the same fate—merited, as the continued story. I think the space in your valuable paper is too precious to be used for such purposes. To me it seems that one column of such matter as Miss Reed's 'A B C of Number' is worth more than twenty columns of examination questions. For my part, I do not see that anything can be gained by the publishing of such questions. I hope that the request for them is the last, despairing cry of 'Cram,' as he finds his hold on life fast relaxing."

\* \* \*

Supt. H. P. Ufford, of Casselton, Dak., writes the Practical Teacher the following concerning a good book. It is so full of spirit and force we venture to print it, as showing the current of public opinion:

"Quincy Methods' received, but alas! I can find no words of commendation therefor. How can I 'gild refined gold, or paint the lily?' The book itself is stronger in its own praise; than any words of mine could be. I feel like my primary teacher, who, after reading it, said, with a sigh, 'Do you suppose such work as that is possible, on this earth, to any one but Col. Parker?' I can only say that as the 'Quincy System' seems the *ne plus ultra* of educational methods, so 'Quincy Methods' is the perfection of educational *vade mecum*."

\* \* \*

A correspondent, David G. Roy, writes us concerning the address of Col. Parker at the recent meeting of the Central Illinois Teachers Association, that "his magnetism intensifies his earnestness, and he becomes irresistible as a platform talker."

He proceeds to make a suggestion: "A thing has just discovered itself to me. It's possibly old to you. In an ungraded school it is well to allow *privileges*—not to the big scholars, but to the little ones. A child's anxiety to be big, causes him to put himself strictly under rule. I believe in a democratic school government, even in a primary or preparatory school."

\* \* \*

The examination of members of the New York State Reading Circle who do not live in New York, will be satisfactorily arranged. The questions will be sent in such a manner that there will be no cause for complaint.

## LETTERS.

We are overwhelmed with questions of a technical nature. Kind friends, forbear! The editors of this paper are working hard, night and day, week in and week out, *fifty solid weeks* in a year, to make it what it ought to be. We are just as anxious to help you as you are to help us. We'll sit up nights, go without our dinners in order to make the JOURNAL what it ought to be, but we cannot answer all sorts of questions.

One person wants a full outline of the work of Horace Mann. Excellent idea! It would give us great pleasure to comply with his request, but it would take half a day's time, and in the meanwhile the printers are idle for want of copy. We are asked to diagram certain sentences, solve knotty problems in arithmetic and algebra. Requests of this character come every mail. We will do the best we can; *just the best we can*. Can we do more? Can you do more? If we cannot answer your questions, kind friends, don't get angry and say we are crusty and impolite. Put yourself in our place.

(1) What is a honeycomb or the nest of wasps made of? (1) If ex-President Arthur had died March 1st, who would have been President until Cleveland's inauguration on the 4th? G. W. G.

(1) Some wasps prepare their nests from particles of old wood made into a soft paste, by their mandibles; others construct them of clay or sand. Honeycomb is formed of the wax that the bees secrete. Appleton's Cyclopaedia says: "Wax is secreted in pouches or receptacles in the abdomen of the working bees only; it accumulates in these until it appears externally in the form of scales between the abdominal rings; these plates are withdrawn by the bee itself or some of its fellow workers, and used for building and repairing its cells. The secretion goes on best when the bees are at rest, and accordingly the wax workers suspend themselves in cluster and hang motionless for fifteen hours, when a single bee detaches itself and commences the construction of a cell," followed by the others. The quantity of wax secreted depends not upon the pollen consumed, but the honey. (2) There would have been no President, but the president *pro tem.* of the Senate would have acted as President. See S. J., June 21.—B.]

(1) What battle was fought and gained without a commanding officer? (2) How was Florida acquired of Spain? (3) What was the "O grab me act"? (4) Who was the author of the "Book of Mormon"? (5) Who was President from 1787 to 1789? (6) What was the cause of the panic of 1873? (7) If a person was standing at the North pole could he go east; if not, why?

ANONYMOUS.

(1) Will some of our readers please answer. (2) It was purchased by the U. S. in 1819. See U. S. History. (3) See JOURNAL letter column of Feb. 28th. (4) The "Book of Mormon" is a collection of 16 distinct books professing to be written at different periods by successive prophets. See Appleton's "Cyclopedia." (5) There was no President. The new government was not then in operation. See Scudder's "History of the U. S." page 247. (6) See answer to similar question Feb. 28.—B.]

Who is Guzman-Blanco? H. J. K.  
[Guzman-Blanco, the uncrowned king of Venezuela, is one of the most remarkable men of the age, the only ruler the republic has ever had who has kept his power more than three or four years. Since 1872, when he overthrew the existing Government, he has been an absolute autocrat as ever swayed a scepter or wore a crown. Every two years a President is elected, and the Constitution prohibiting the same man occupying the office two successive terms, Guzman-Blanco has been compelled to content himself with being *de jure* ruler every odd term, while a puppet of his has sat in the President's chair during the intervals.—J. B.]

(1) What is the color of the Gulf Stream? (2) What is meant by the analytical method of teaching geography, and what by the synthetic method?

A. W. H.

(1) Same as the ocean everywhere. (2) Beginning with the world as a whole, and proceeding to general and smaller divisions is the analytical method; beginning at home, and going on from the native town, county, State, etc., to the whole world, is the synthetic. —B.]

What Mr. A. M. Drummond says of the true origin of the phrase, "To the victors belong the spoils," may be all right. But the answer that President Andrew Jackson was the author of it, is *all wrong*. The American who used the term first (if he was not the original author of it) was William L. Marcy, of New York, without a doubt. He was a very learned man, and was probably familiar with Caesar's "Bellum Gallium."

In answer to "What President of the United States has no monument?"—William Henry Harrison is buried in North Bend, Ind., a few miles west of Cincinnati, Ohio, near the O. and M. railroad track. No monument marks the grave; nothing but a few briars, etc.

J. B.

Which has the greater number of ships in its navy, England or France?

F. C.

[On Jan. 1, 1884, the total number of fighting and sea-going vessels in the British navy was 288. The French navy, in 1884, contained 281 vessels.—A.]

If J. H. will send us his address, we will answer his inquiry about a pamphlet school law.—Eds.

## PERSONAL.

SUPT. MITCHELL stated at a recent teachers' meeting at Grand Rapids that one hundred and twenty-one pupils had been gathered into the ungraded schools, one hundred and forty-seven in the truant schools, and one hundred and two under the compulsory law; that there were only five children whose whereabouts was not known.

PROFESSORS J. T. McCLEARY, C. W. G. Hyde, T. H. Kirk, and Miss Sarah E. Sprague, constitute the regular institute faculty of Minnesota. Others are employed as assistants as occasion demands. The entire institute work is under the care of the State Superintendent of Public Instruction, and the regular faculty of instructors are paid by the year.

MR. PHILIP C. GARRETT and the Rev. Dr. George Dana Boardman have by letter asked each member of the Senate and House of Representatives of Pa., to adopt a measure for the instruction of children in public schools in "physiology and hygiene." It is claimed that such studies will greatly promote the cause of temperance in what is deemed the most effective way.

REV. W. S. RAINSFORD, of St. George's Episcopal Church, N. Y. city, recently said before the Congregational Club in this city, that the mass of the working people are not at home in our churches. We have neglected them for sixty years, and we cannot induce them to come in with us suddenly. The gulf between rich and poor is wide and deep and dark and it ought to be bridged. There needs to be one place on earth where we can say to rich and poor "here we meet on a level."

SUPT. W. M. CROW, of Galveston, Texas, for several years past, has held teachers' institutes during the summer, under appointment from the State Board of Education, but will not accept an appointment for the coming summer, because he needs the time for rest and recreation. There are sixty-five regular teachers now employed in the public schools of the city. Supt. Crow holds bi-weekly institutes, and all teachers are required to attend. These are the largest schools in the State, and the attendance is increasing at the rate of 25 per cent. annually.

MR. HENRY R. SANFORD, who for nearly eleven years has been superintendent of the schools of Middletown, has resigned his position there, in order to devote himself exclusively to institute work. His success in conducting institutes has been such that he is constantly receiving calls from the superintendents of the Pa., N. Y., N. J., and several of the southern states.

The improvement of the Middletown schools under Mr. Sandford's supervision speaks most emphatically of his efficiency and faithfulness, and those who know anything of the high esteem in which he is there held, need not be told that no empty phrases are contained in the following resolutions passed by the Board upon receiving Supt. Sandford's resignation:

Resolved, That this Board receives with regret the resignation of Superintendent Henry R. Sanford, and desires to formally express its appreciation of his faithful, devoted and unselfish services in behalf of the schools of this village and the cause of education generally, of which each member of the Board has had daily evidence during the past eleven years, and the successful results of which are seen in the very marked improvement that has been made in the schools since they have been under his care.

Resolved, That his resignation be accepted to take effect July 1st, and since his engagements for the month of May are such that he must be absent from the village, that he be granted leave of absence for that month.

## EDUCATIONAL NOTES.

ARKANSAS.—Salem Academy, T. M. Pallen, Principal, has the reputation of being a thorough progressive and practical business school.

ILLINOIS.—Peoria and Knox counties held an institute March 7, at \_\_\_\_\_. On the program were papers on "Elementary Work" by Miss Lillian Taylor, of Galesburg; "Relation of Mental Science to the Work of the Teacher," Miss Maggie Easly, of Peoria; "Writing," C. S. Ransom, Yates City; "Percentage," J. H. Longdon, Yates City. Discussion of "Methods of Working Interests," by members of Institute; "Nature of Influence," by Supt. Doughty, of Peoria schools; short speech on same subject by Rev. Mr. McCord.

MINN.—The State Teachers' Institute commences at Austin, April 6, and continues one week. Instructors: Prof. J. T. McCleary of the Mankato Normal School, and Miss S. E. Sprague, who is giving special attention to the elementary schools of the State.

One hundred and twenty pupils attended the Polytechnic Academy, Midlothian, last year.

The Carver Co. Institute commenced at Waconia, March 9th, and closed the 13th. It was the most largely attended and the most successful institute ever held in the county. Prof. J. H. Gates, of St. Paul, and Miss Sarah E. Sprague were the instructors. The work consisted of regular drill, oral and blackboard instructions each day, upon the theory and practice of teaching, and the various school branches. Special prominence was given to the subject of Hygiene. The enthusiasm of the assembled teachers was particularly stimulated by the arrival of State Supt. Kiehle, who delivered an excellent lecture.

The Lyon Co. Teachers' Institute was opened at Marshall, March 1. The instructors were Miss Sprague and Mr. R. W. Richards. In the course of a talk on Arithmetic, Miss Sprague gave a biographical sketch of Mr. Grubbe, the German who originated the method of teaching numbers that bears his name.

MASSACHUSETTS.—A meeting of the Middlesex Co. Teachers' Association was held at Lowell, April 8.

SUPT. PULISFER has accepted the N. E. agency for the publishing house of Ginn & Heath, and Supt. Bates, of Canton, has been engaged to take Supt. Pulisfer's position at Leominster.

Braintree, Haverhill, Walpole, and Hyde Park, have voted to engage superintendents. Many other places are agitating the question of supervision. Sec. Dickinson gave much attention to it in his last report.

Bristol Co. Association of school committees and superintendents, held its fifth anniversary meeting at Fall River, Thursday the 26th. The following subjects were considered: "To what extent should teachers be governed by a course of study?" "Cerebral Physiology as applied to

Education," "What should be the object aimed at in educational processes?" "Should teachers make monthly reports to school committees and parents?"

As the requisite number of towns in the county have applied to have a Truant School established, the following committee was appointed to present the matter before the County Commissioners, and urge immediate action: Supt. Connell, of Fall River; Supt. Harrington, of New Bedford; Supt. Edson, of Attleboro; Supt. Waterman, of Taunton; Dr. J. M. Aldrich, of Fall River.

**NEBRASKA.**—The Tecumseh Teachers' Institute formed a library association at their last meeting.

**PENNSYLVANIA.**—H. W. GRAHAM, of Tecumseh, reports to the local paper for publication, the names of all pupils in the schools who are perfect in deportment and attendance through the week.

**NEW JERSEY.**—The Legislature has recently passed bills to give every school district \$20 yearly for library purposes, providing a similar sum is raised in the district, and Trustees of the Normal School, members of the Board of Education, are now to be elected by a joint meeting of the Legislature, and not appointed by the Governor as formerly.

The program for the recent meeting of Passaic Co. Teachers' Association was: Singing, School No. 6; Address, "Elocution and Readings," C. E. McChesney; solo, "Tit for Tat," Miss Sadie Walters; Address, "School Hygiene," Dr. Hunt, Secretary State Board of Health; Singing.

The Atlantic City Teachers' Association met at Atlantic City, March 14. Supt. S. R. Morse presided. He dwelt upon the necessity of teachers purchasing educational works and journals if they would raise themselves to the same influential rank enjoyed by the followers of the other professions, and the importance and the advantage of establishing a teachers' course of reading in the county. He also showed Miss Messer's method of teaching composition in primary schools, and occupying the small pupils with Word building.

Mr. Masius, of Egg Harbor City, explained his method of teaching history, by representing the possessions of each nation with crayon colors on maps drawn by pupils, and by representing the important events of each nation by dates of the same color. It was decided to hold the next institute at Atlantic City, and the next examinations the second week in April.

The Primary school building No. 6, at Elizabeth was destroyed March 21, by fire, which caught from a heater. The loss is \$4,000, insurance \$2,500 in the National Fire and Marine Company.

**NEW YORK.**—Wayne Co. Institute convenes at Palmyra, April 18.

The following institutes will be held during the month of April:

1. April 6, Batavia, Conductors French and Selden.
4. April 27, East New York, Conductors Bouton and Barnes.
2. April 26, Penn Yan, Conductor Bouton.
3. April 20, Warsaw, Conductors French and Barnes.
3. April 20, Greenbush, Conductors Johnonot and Pooler.
5. April 27, Patchogue, Conductors Johnonot and French.

The recent institute at Ogdensburg, conducted by Profs. Bouton and Barnes, enrolled 231 teachers. Principal Cook, of the Potsdam Normal School, lectured on the "Education of Little Children." The Ogdensburg Journal says that "he likened his lecture to a plate of hash, and we relished this sort of hash extremely well. The frequent applause, the broad smiles and hearty laughter which greeted the Professor, showed that the audience were enjoying treat. The lecturer defined education as "character building," and claimed that it is the only thing that gives us the true element of happiness. We want symmetrical men, educated physically, mentally and morally. In the physical training of children, they should be given to eat whatever they desire, should have plenty of pure air and sunlight, and attention should be given to bathing, cleanliness, and proper and regular exercise. In cultivating this intellect, teach the children to observe from real objects, to read beautiful selections, and to cultivate the imagination.

In moral training, break up bad habits by putting good ones in their place. Teach them veracity, and never attempt to teach morality by fear, but rather spoil the rod and spare the child.

The qualifications of a good teacher are clear headed scholarship, thorough understanding of his own physical structure, the laws of mind and morals, and regular habits, physically, mentally and morally." The Institute was a decided success.

The trustees of the City College of New York have given to Prof. R. Ogden Doremus leave of absence until next September. Prof. Doremus is suffering from a brain affection caused by intense mental application. Complete rest is necessary to his restoration to health. Prof. Doremus will make a trip to Europe.

Com. Washburn has held examinations for teachers in eleven towns, and will close the series at Butternuts on the 28th instant. At these twelve sessions, one in each town, nearly 300 applicants have thus been accommodated with convenient opportunity, and handed their papers, about 1500, to the commissioners. At Morris, Oneonta, and Unadilla, very large classes assembled.

Principals Beals, Belknap, Bull, Gardner, Gregory, Johnson and Place are leaders of an efficient corps of educational workers in the third district of Otsego.

F. A. ROBINSON is principal of the Fort Ann Graded School. Miss Minna Hall is preceptress, Miss Gertrude Patterson and Miss Baker, assistants.

**PENNSYLVANIA.**—The Mt. Morris Normal and High School will open a ten weeks' session April 20. A summer normal will be held in connection with Waynesburg College beginning July 6.

The Hamlin Schools have established a district library, and now have 125 volumes, including Scott, Dickens, Thackery and Elliot, Bancroft, Prescott, The Bodley Books, Rolla Books, and Spark's Biographies. A deposit of one dollar, as security against damage, is required of those who use.

**TENN.**—A very interesting Friday afternoon exercise in honor of Dr. O. W. Holmes, was recently given by the pupils of the Columbia High School. The program consisted of music, selections from the poet's works, with a biographical sketch and a letter written to the pupils of the Columbia School by the poet, followed by a debate in which some of the pupils of the Culpeka schools, present upon special invitation, participated.

## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL

### HOW TO CRITICISE CHILDREN.—I.

BY THOS. M. BALLIET, Normal Park, Ill.

Good teaching prevents children from making a good many of the mistakes now of common occurrence in some schools, by training them to know when they do not know a thing, and to find out before attempting to do it. Yet, mistakes will occur under the most careful training, and the practical question is, how to correct them most judiciously. A child must not be allowed to repeat the same mistake if it can be prevented. All errors must be corrected in some way, either directly or indirectly.

No mechanical rule or direction can be given to be blindly followed in criticising children in one part more than in any other part of the work of teaching. A device or rule cannot do the teaching. Behind the "Socratic method" there must also be a Socrates to ask the questions.

The child learns to do things by doing them. The first point for the teacher to aim at, is to find out the thing to be done. This often requires a close and careful psychological analysis. Having done this, he must get the child to learn 'o do it by doing it; and any device or criticism that helps him to do it is good.

The immediate effect of a criticism is to make the child conscious of himself, and to think of the mistake he has made. Now, it often happens that a mistake is the direct result of too much self-consciousness (using the word in its popular sense). A child may be awkward in class, mispronounce words, or fail to give an explanation clearly, from mere embarrassment resulting from too much self-consciousness. In such a case a direct criticism would only make matters worse, as it would make the child still more conscious of himself. The worst that can be done in such a case is to criticise the child *for being timid*, as is not infrequently done by injudicious teachers. This inspires the child with as much self-confidence as it would a young man on rising to make his first speech to be cautioned against blushing and getting embarrassed. The result is "confusion worse confounded." Embarrassment, and all mistakes that directly result from it, cannot be remedied by direct criticism. The first thing to be done is to get the child to forget himself, the teacher, and his class-mates, and to have his mind simply on what he is doing. This can be accomplished by the teacher, by not noticing nor allowing the members of the class to criticise, any mistakes resulting merely from embarrassment, and by making him feel, by look and action, that neither teacher nor class-mates are watching for mistakes, but are all having their attention on what he is saying or reading. Of course, no sensible teacher will wound a sensitive, timid pupil's feelings by holding up to ridicule his mistakes, or permitting class-mates to laugh at them. Timidity and sensitiveness are not serious faults. They often are indicative of a mind of fine texture and organization, capable of high culture, which a blunt, coarse-grained teacher may fail to appreciate, and by crude and indelicate treatment may develop in the child both hardness of heart and thickness of skin.

As far as pupils' manners, toilet, and habits of cleanliness generally, are concerned, indirect criticisms are often far more effective than direct criticisms. If the teacher has the good will and respect of her pupils, they are naturally ambitious to have or gain her good opinion of themselves. If she commends in a judicious way before the rest, the child that comes to school with clean hands, it is a more effective rebuke to those who neglect to use soap and water before coming than if she should directly speak of what she wishes to remedy. Whatever the reason may be, practically, this is found to be true. Of course, its effectiveness is entirely dependent on the respect pupils have for the teacher, and we can easily conceive, and, in fact, have seen, circumstances under which such a course would utterly fail. There are also individual

pupils in many schools that cannot be reached by anything but a direct, and sometimes pointed criticism; but this is not true of the majority of pupils, and should not determine her general method for the entire school.

For the SCHOOL JOURNAL

### MIND QUESTIONS.

(See JOURNAL, Feb. 28.)

1. What is the difference between imagination in its maturity and in its infancy?
2. What is fancy? Do young children possess this faculty?
3. How do we know that the imagination does not generalize?
4. Why does true imagination only commence when the mind can use the faculty of abstraction?
5. Is the imagination the result of education? State reasons.

6. What is character? How does imagination influence it? State reasons. Is it possible to have a moral character without imagination?

NOTE to the members of the Mind Class: Will each of you write to the editors of the JOURNAL, at once, what you have been doing during the past three months?

### THE PLANETS FOR APRIL.

Mercury is evening star until the 27th. On the 7th he reaches his greatest eastern elongation, and being then 19° 26' east of the sun, can be observed with the naked eye. The best time for observation is three-quarters of an hour after sunset, about 7 o'clock. The observer should note carefully the point where the sun sank below the horizon and look for Mercury about 9° north of the sunset point. There are no large stars in his vicinity.

Jupiter is evening star, and sets on the 1st at a quarter before 4 o'clock in the morning; on the 30th at 2 o'clock.

Saturn is evening star, and is a lovely object in the western sky, sinking below the horizon before midnight when the month commences. He is in the constellation of Taurus, and sets on the 1st soon after half past 11 o'clock in the evening; on the 30th about 10 o'clock.

Neptune is evening star, and is the first of the four great planets to disappear below the horizon. He is also in the constellation Taurus, and sets on the 1st about half past 9 o'clock in the evening; on the 30th at half past 7 o'clock.

Uranus is evening star. He is, on the 1st, 12° east and 35' north of Eta Virginis, a third magnitude star in Virgo, having changed his position but little since his opposition. He may still be seen with the unaided eye, though the telescopic view is more satisfactory. He sets on the 1st shortly after 5 o'clock in the morning; on the 30th soon after 3 o'clock.

Venus is morning star; rises on the 1st at a quarter after 5 o'clock in the morning; on the 30th at a quarter before 5 o'clock.

Mars is morning star; rises on the 1st about ten minutes after 5 o'clock in the morning; on the 30th soon after 4 o'clock.

For the SCHOOL JOURNAL

### LIVE ANSWERS.

1. Liberia, in Africa, has been called the "white man's grave," because the climate is so fatal to white people.

2. Odors are caused by minute particles of matter which emanate from odorous objects and float about in the atmosphere until they come in contact with our olfactory organs.

3. The entrance to the straits of Babel-mandeb has been named "the Gate of Tears" by the Arabs because of the danger sailors encounter in entering it.

4. Ginseng is so highly esteemed as a medicine in China, that it is sometimes sold for its weight in gold.

5. From July 3 to Aug 11, the constellation, *Canis Major*, rises with the sun, and was supposed by the ancients to have a direct influence upon the heat

during that time. Hence, they termed those days "dog days."

6. Years ago large numbers of horses and mules were shipped from the northern part of the United States to the West Indies, and it frequently happened that when the belt of calms was reached, lat. 30° 35' north, the vessel would be detained until the supply of water fell short, and it would be necessary to throw overboard the animals. The sea here at times would be dotted with carcasses, and thus the region came to be called the "horse latitudes."

7. There is a tradition that when the Bible was first printed so many copies were produced in an incredibly short time that it was concluded the Devil must have helped in their production. Appearances being against him, suspicion fell upon the inky apprentice, and he was dubbed "the Printer's Devil."

For the SCHOOL JOURNAL.

#### LIVE QUESTIONS.

1. What is the peculiarity of a singing beach?
2. Who was the "American Fabius," and why was he so called?
3. What is meant by "Carrying the war into Africa"?
4. Where is the "Traveler's Tree" found, and why was it so named?
5. Where is the "Ice Lake"?
6. What was the "Gordian Knot"? Who unfastened it?
7. What carpets grow more valuable the longer they are worn?

#### EDUCATIONAL CALENDAR FOR APRIL.

By N. O. WILHELM.

April 11, 1770.—Canning, born; distinguished English statesman; with others wrote "The Anti-Jacobin"; a satire; was appointed under secretary of state; member of Pitt's cabinet; Governor of India and Premier of England.

April 12, 1777.—Henry Clay, born in Virginia; noted statesman and orator; was successively in State Legislature, Congress, and U. S. Senate; was six times elected speaker of the house; Secretary of State under J. Q. Adams; again U. S. Senator for eleven years; was called the great pacificator on account of his compromise measures.

April 13, 1753.—Fred Frelinghuysen, born in New Jersey; eminent lawyer and statesman; a member of Continental Congress and U. S. Senator.

—247 B.C.—Hannibal, born in Carthage (exact date unknown); his father made him swear eternal hostility to the Romans when but nine years old; lead the Carthaginians in the second Punic

war; won several great battles, but was defeated by Scipio in the battle of Zama; became chief in his country, but had to flee for his life; wherever he went Rome demanded him to be given up; at last took poison and died.

—551 B.C.—Confucius, born (exact date of birth unknown); illustrious Chinese philosopher, was renowned for his respectful attention to his mother and all elder people; at school for his gentleness, obedience, modesty, and quickness of intellect; his teachings are looked upon by the Chinese as the Bible is by us; in many school-rooms is a tablet sacred to him before which every pupil has to bow; his descendants are the only nobility in China; a splendid temple standing near his house stood in his monument.

April 16, 1797.—Thiers, born; French statesman and historian; wrote "History of the French Revolution"; in his youth favored a limited monarchy, but when France became a republic he was one of its supporters, and was made President.

—470 B.C.—Socrates, born; illustrious Greek philosopher; a great teacher; could charm even one with his conversation; aroused in the bosom of his pupils love for justice and virtue; false teachers accused him wrongfully, and had him condemned to death; it is said that he married Xanthippe as a means of self-discipline—that he might learn to bear abuse philosophically.

April 18, 1775.—Execution to Lexington and Concord by the British (see U. S. History); also the poem "Paul Revere's Ride."

April 19, 1824.—Byron, died; a poet of rare genius; while in college wrote "Hours of Idleness," which was severely criticized; wrote in retaliation, "English Bards and Scotch Reviewers," a caustic satire on friend and foe; wrote "Childe Harold," the success of which occasioned his remark—"I awoke one morning and found myself famous;" wrote also the "Glauber," "The Corsair," and "The Prisoner of Chillon;" traveled extensively; sympathized w. th. and assisted Greece in her struggle for freedom.

April 20, 1882.—Charles Darwin, died; eminent English naturalist and geologist; writer of scientific works; made a five-year exploring voyage round the world studying especially corals and volcanoes; author of "Origin of Species" and "Descent of Man."

#### NEWS OF THE WEEK.

On Thursday (March 26) Queen Victoria sent a message to the House of Commons calling out the British reserves and the British militia for permanent service. This action was caused by Russia's refusal to agree with England's proposal of a mutual withdrawal from the disputed territory during the continuance of the pending negotiations. Russia's reply to the Queen's message was to order the concentration of 50,000 men on the Caspian Sea. The latest reports state that there is now a better prospect of peaceful solution than has yet been reached.

M. Ferry, the French Prime Minister, and the entire cabinet have resigned, amid great excitement in Paris because of the defeat of the French troops in China. On the 24th a large force of the Chinese attacked the French at Lang-song, and routed them. The French loss is estimated at 1,500, and their position is extremely critical. The cabinet ministers are held responsible for delaying reinforcements and their lives are loudly threatened by the Paris mob, which is only held in check by the militia.

Honduras has united with Guatemala in the revolutionary scheme of President Barrios. The other Central American States have joined forces to oppose him. Some slight skirmishing has already taken place.

The Dom'ion troops have been called out to suppress the rebellion in Manitoba.

Gen. Grant's testimony in the Fish trial was taken at his house on March 29, and shows what the public fully believed before, i.e., that the General knew nothing of the crooked dealings of his partner, that his confidence was most shamefully abused, and that his action throughout was without a shadow of dishonor. Since Sunday Gen. Grant has been growing rapidly weaker, and it is thought he cannot live many days.

The President has nominated Mr. Samuel S. Cox to be United States Minister to Turkey; Isaac Bell, of Rhode Island, to the Netherlands; Rufus M. Jones, to Sweden and Norway; Thomas J. Jarvis, of North Carolina, to Brazil; Alexander R. Lawton, of Georgia, to Huanci; Anthony M. Keliv, of Virginia, to Italy; and Geo. W. Merrill, of Nevada, to the Hawaiian Islands. Henry G. Pearson, a life-long Republican, has been re-nominated for Postmaster of New York City.

#### PUBLISHERS' NOTES.

The JOURNAL has been invaluable to me ever since I received the first copy.

E. B.

The INSTITUTE is the best journal for schools I ever saw.

G. N.

I like every JOURNAL better than the preceding one, if that is possible.

S. E. L.

I have read the leading school and educational journals published in this country. I feel that I get more benefit from yours than from any other.

H. C.

Your noble paper is my most valuable help in the school-room. It seems to grow more interesting each week.

J. J. M.

The JOURNAL is an every-day normal. It has absorbed nearly all of my former leisure time.

W. H. C.

No teacher who is honestly trying to do his duty can fail to be benefited by attentively reading the JOURNAL.

W. F.

I can truly say, "God bless you in your work;" you have helped me wonderfully.

O. D. M.

I could not do without your JOURNAL, for it puts new life into me every week.

J. S. M.

Many of the questions in the JOURNAL interest me very much. I have read the leading school and educational journals published in this country, and I feel that I get more benefit from yours than from any other.

C. H.

The INSTITUTE is working its way through our city, and doing much good as it goes along.

F. B. G.

No better paper for teachers is published than the INSTITUTE.

E. J. M.

I have taken the JOURNAL but one year now, but would not like to be deprived of the pleasure and the profit I have in reading it.

M. L. C.

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## FOR THE SCHOLARS.

## A FRIDAY AFTERNOON WITH WILLIAM WORDSWORTH.

In addition to these selections the familiar poems, "We are Seven" and "Lucy Gray," may be read or recited.

## THE WIND.

What way does the Wind come? What way does he go?

He rides over the water and over the snow,  
He tosses about in ev'ry bare tree,  
As, if you look up, you plainly may see;  
But how he will come, and whither he goes,  
There's never a scholar in England that knows.

He will suddenly stop in a cunning nook  
And ring a sharp 'larum;—but if you should look,

There's nothing to see but a cushion of snow,  
Round as a pillow, and whiter than milk,  
And softer than if it were covered with silk;  
Sometimes he'll hide in the cave of a rock,  
Then whistle as shrill as the buzzard cock;

Yet, seek him,—and what shall you find in the place?

Nothing but silence and empty space;  
Save, in a corner, a heap of dry leaves,

That he's left for a bed to beggars and thieves.

As soon as 'tis daylight to-morrow, with me  
You shall go to the orchard, and then you will see

That he has been there, and made a great rout,  
And crackled the branches and strewn them about.

Hark! over the roof he makes a pause,  
And growls as if he would fix his claws  
Right into the slates, and with a huge scattle  
Drive them down, like men in a battle.  
But let him range round; he does us no harm—  
We build up the fire, we're snug and warm;  
He may knock at the door,—we'll not let him in;  
May drive at the windows,—we'll laugh at his din;

Let him seek his own home wherever it be;  
Here's a cozily warm house for you and for me.

## THE LAKE.

Into a gradual calm the breezes sink,  
A blue rim borders all the lake's still brink;  
There doth the twinkling aspen's foliage sleep,  
And insects clothe like dust, the glassy deep:  
And now, on every side, the surface breaks  
Into blue soots, and slowly lengthening streaks;  
Here, plots of sparkling water tremble bright  
With thousand thousand twinkling points of light.

There waves that, hardly weltering, die away,  
Tip their smooth ridges with a softer ray;  
And now the whole wide lake in deep repose  
Is hushed, and like a burnished mirror glows,  
Save where along the shady western marge  
Coasts, with industrious oar, the charcoal barge.

Nature never did betray  
The heart that loved her; 'tis her privilege  
Through all the years of this our life, to lead  
From joy to joy; for she can so inform  
The mind that is within us, so impress  
With quietness and beauty, and so feed  
With lofty thoughts, that neither evil tongues,  
Rash judgments, nor the sneers of selfish men  
Shall e'er prevail against us, or disturb  
Our cheerful faith that all which we behold  
Is full of blessings.

## GOLDEN THOUGHTS FROM WORDSWORTH.

There is a comfort in the strength of love;  
'Twill make a thing endurable, which else  
Would overset the brain, or break the heart.

Pride,  
However disguised in its own majesty,  
Is littleness.

The man whose eye  
Is ever on himself doth look on one,  
The least of nature's works.

What need there is to be reserved in speech,  
And temper all our thoughts with charity!

Wisdom is oft times nearer when we stoop than when we soar.

The best portion of a good man's life is his little, nameless, unremembered acts of kindness and love.

To me the meanest flower that blows can give thoughts that often lie too deep for tears.

Life is energy of love, ordained to pass through shades and silent rest, to endless joy.

—A face with gladness overspread,  
Soft smiles by human kindness bred.

The poet Wordsworth spent much of his time when a boy in the woods and fields about his home. He says: He learned to love the works of Nature, and his poetry is full of flowers, and trees, and birds, and fishes. When he began to publish his works, the other writers of his time ridiculed them because they were about such simple things; but he did not mind their laughter; he kept on writing, and after a time the people began to see the beauty and sweetness of his poetry, and in his old age honors were fairly showered upon him.

## BOOK DEPARTMENT.

## NEW BOOKS.

SHOEMAKER'S DIALOGUES. Entirely new and original. By Mrs. J. W. Shoemaker. Philadelphia: The National School of Elocution and Oratory. \$1.00.

Everyone in charge of entertainments and exhibitions has experienced the difficulty in procuring fresh and interesting dialogues. To meet this want is the object of the present work. Provision has been made for all ages and occasions. The editor, Mrs. J. W. Shoemaker, has selected only such dialogues as have a strong and well-developed plot, such as are unexceptional in literary expression, and such as have a healthy moral tone. Great care has been taken to secure a widely varied range of topics, characters, and conditions; some of the selections are grave, some sprightly, some broadly humorous. With such as present difficulties in the way of stage-setting, full explanations are given. Nothing approaching coarseness or irreverence has been admitted.

MINING CAMPS. By Charles Howard Shinn. New York: Charles Scribner's Sons. \$2.00.

This work deals largely with ancient mediæval and modern mining laws and with the life of mining camps. It is not a technical history of mining, nor a digest of mining decisions, but a study of the mining camp commonwealths in our remote West and of the Spanish land system in Mexico and California. There is an attempt to break ground in a comparatively new field, and to examine the laws and customs of the primitive workers in ores. As such it has undoubted value as a contribution to American political science and institutional history. Much is told in so pleasant a vein that the romance of camp life is retained and makes fascinating reading.

JOHN MARSHALL. By Allan B. Magruder. Boston: Houghton, Mifflin & Co. \$1.25

The name of John Marshall is so associated, in the minds of many, with his fame as Chief Justice of the United States that one is liable to overlook other salient points in his career. As soldier, legislator, envoy, historian, and statesman, his achievements are worthy of a place in the American Statesmen Series of which this biography is the latest. In fifteen chapters the author deals with the youth and military services of his subject: his career at the bar, in the State Legislature, and the Constitutional Convention of Virginia; his services on the French Mission; in Congress; in Mr. Adams's Cabinet; and on the Supreme Bench. A chapter is devoted to his connection with the trial of Aaron Burr; and one each to his "Life of Washington," personal traits, and death. The work of the biographer has the clearness and force that characterize the entire series, reflecting so favorably on the discrimination of the editor.

SCHOOL ELOCUTION. By John Swett. San Francisco: A. L. Bancroft & Co.

This is not an elaborate treatise for specialists in elocution, but a drill book for the general teacher. Its Part I treats orthography and orthoepy; Part II, Principles in Elocution, treats emphasis, pitch, quality, modulation and style; Part III consists of miscellaneous selections especially adapted to develop elocutionary ability. The compiler of this book, realizing the limitations of teachers as to time, and otherwise, in endeavoring to secure in large classes a fair degree of attention to school reading, has kept within the bounds of possible accomplishment, and at the same time made allowance for the more ambitious ones. The time generally allotted to reading and elocution in most high and normal schools, seldom exceeds one or two hours a week; hence the successful training of large classes involves a great deal of concert drill requiring the use of a suitable manual of principles, directions and drill exercises. In view of these exigencies of the case, the present work is one to be especially commended, and in the multitude of similar works it is sure to find a place for itself.

PHILOSOPHIC QUESTOR; or, Days in Concord. By Julia R. Anagnos. Boston: D. Lothrop & Co.

This is a sketch of two seasons of the Philosophical School of Concord, written, the author states, rather for enjoyment than with any idea of a reporter's résumé. The shadowy figure of a young girl is taken as a sort of half heroine, looking on the school with silent admiration.

"A Handy Dictionary of Synonyms," by H. C. Faulkner. 18 mo. Cloth, 50 cents. New York: A. L. Burt.

There are few people whose vocabularies are sufficiently extensive to express with exactness, in speech or

correspondence, the precise ideas present to the mind. A collection of synonyms is always valuable, and this "Handy Dictionary" is one of the best and most convenient we have seen. It is adapted for popular use, and could be used to great advantage in schools.

## MAGAZINES.

"A Diamond in the Rough," by Alice O'Hanlon, and "Sweet Christabel," by Arabella M. Hopkinson, are two charming stories of English life in *Cassell's Family Magazine*. Besides these serials this magazine publishes by way of fiction this month a story in three short chapters, "How She Saved Him," "Frank de Vaud," a story of Swiss life; and "An Old Maid's Friend's." Articles of a more practical nature tell us "How American Bread is Made;" of "The Road to the Giants' Causeway;" of the special features of "Shareholders' Meetings;" of "Wild Birds in London;" of "Work in the Garden;" and last, but very far from least, "What to Wear." Other articles of interest in this number are a review of Julian Hawthorne's "Nathaniel Hawthorne and His Wife," of which the reviewer speaks in complimentary terms; "The Bugle Calls of the English Army," and "The Body's Invisible Enemies," a discussion of germs of disease, by the Family Doctor. "The Gatherer" is as usual filled with accounts of the latest inventions, and illustrations abound.

An informing and timely article on the "Framers of the Constitution," with twenty or more portraits, is the opening article of the *Magazine of American History* for April. The other articles of the number are of exceptional merit, including as usual a wide range of topics. Rev. Charles H. Parkhurst, D.D., writes forcibly on "Work as an Educating Power." Original documents contain a "Curious Petition of the Boston Ministers in 1709." Notes, Queries, Replies, Societies, and Book Notices are crowded with agreeable material.

*The Art Amateur* for April contains attractive designs for a dessert plate, cup and saucer, repoussé brass work, embroidery and jewelry. The frontispiece represents a pleasing group of recent sculpture by Theo. Baur. An article on D. Ridgway Knight is copiously illustrated by clever drawings from his pencil, and there is a page of sketches from the French Water Color Exhibition for fan decoration.

## NOTES.

"Colonel Higginson at Cambridge," the ninth of the "Authors at Home" series, appears in *The Critic* of March 28. The sketch is written by the Rev. George Willis Cooke, the biographer of Emerson.

"The Diaphragm and Its Functions"; Considered Especially in its Relations to Respiration and the Production of Voice, by J. M. W. Kitchen, M.D., took the first prize offered by Edgar S. Werner, publisher of *The Voice*. The essay is issued in flexible cloth, \$1 net, postpaid.

Messrs. S. C. Griggs & Co. announce the fourth volume in their series of "German Philosophical Classics for English Readers and Students," to appear early in April. This volume will be a critical exposition of "Hegel's Aesthetics," by Prof. J. S. Kedney, S. T. D., of the Seabury Divinity School.

Messrs. G. P. Putnam's Sons will soon publish "The Scriptures for Young Readers," an introduction to the story of the Bible, edited by Professors E. T. Bartlett and John P. Peters, of the P. E. Divinity School, Philadelphia. The plan has been entered upon with the object of removing stones of stumbling from the path of young readers, by presenting Scripture to them in as intelligible and instructive a form as may be practicable.

Among the books announced for early publication by the same firm are: "Afghanistan and the Anglo-Russian Dispute," by Theo. F. Rodenbough, Brevet-Brigadier-General U. S. A.; "Travels of Marco Polo" for boys and girls; by Thomas R. Knox; "Queen Bee," a story for girls, by Marian Shaw; "Fragments from an Old Inn," by Lilian Rozell Messenger, and "Practical Hints on Composition in Pictures," by John Bennett. Edited by Susan U. Carter.

## CATALOGUES, REPORTS, ETC., RECEIVED.

Suggestions in Punctuation and Capitalization. Chicago: Hull Type-writing Agency.

Abbreviated Longhand, by Wallace Ritchie. Chicago: Hull Type-writing Agency.

Printed Poisons, by Josiah W. Leeds. Phila.: Published by the author.

Reading: Its Importance and How to Teach It. By Supt. E. J. Hoensel, A.M., Charleston, Ill. M. A. McConnell & Co., 1855. 15 cents. An excellent pamphlet, full of suggestive hints.

Mind in Nature. Vol. I. No. 1. A Popular Journal of Physical, Medical, and Scientific Information. The Cosmic Pub. Co., 71 W. Washington St., Chicago, Ill.

Catalogue of the Southeastern Normal School and Teachers' Training Institute, Fort Branch, Ind. Charles C. Stewell, Principal.

Annual Report of the Board of Public Schools of the City of St. Joseph, Mo., 1853-4. E. B. Neely, Supt.

Fifteenth Annual Report of the Board of Education, together with the Forty-fifth Annual Report of the Commissioner of Public Schools of Rhode Island, January, 1855. Hon. Thos. H. Stockwell, Commissioner.

City of Poughkeepsie. Annual Report of the Board of Education for the Year 1853-4. Edward Burgess, Supt. City Schools.

**DIED BY HIS OWN HANDS.**

THIS is the verdict where the cup of poison is held to one's own lips and the contents swallowed. The dweller in a malarial section—in cities, along rivers, in flat lands, near marshes—is always drinking the poison of Malaria. It can't be helped, perhaps.

**THE SUICIDAL INTENT.**

But why let the poison remain in the system to consume it? This is suicidal, and especially in view of the fact that an antidote is always at hand. Nothing is better established in medical science than that.

**DR. SCHENCK'S MANDRAKE PILLS.** are the natural enemy of Malarial poisons. The first effect of these poisons is to coat and thicken the linings of the stomach and disturb its function. They congest the liver, clog it, stop its working. They enlarge the spleen, vitiate the blood, push themselves everywhere. What is the result?

**AGUE CHILLS.**

Chills always follow active congestion of any organ or part. You can't cure them till you break and reduce the congestion. Here is where the virtue of the Mandrake Pills comes in so readily and powerfully. Mandrake is the best known principle in nature for reducing congestion. Take it actively, persistently, and you remove the cause of the chills. Then take it occasionally and you kill the malarial poisons as fast as you inhale them. But what happens with the chills?

**FEVERS! INTERMITTENT FEVERS!**

Why? A fever denotes a vitiated and excited blood—in this instance a poisoned and excited blood. It takes its turn after the ague chill. And so the system is racked between the two till it is wrecked. You need not have it so if you don't wish to.

**GET THE RIGHT REMEDY.**

You have it in your box of Schenck's Mandrake Pills. While they are cleansing the organs, reducing the congestion and setting them going, they are also doing the one thing needful for the purification of the blood. Besides, Mandrake acts as a sedative. You therefore have in the Mandrake Pills the very agent you want to drive out malarial poison, and in the best and safest form for household use. Let the verdict in your case be "Got well by his own hands."

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LUNGS,  
LIVER AND  
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MANDRAKE PILLS.**

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**60** New Style, Embossed Hidden Name and Chrome Visiting Cards no. 1012, name on, 10c., 12 cards \$1. Warranted good. Sample Book, do. L. JOHN & CO., Nauset, N. Y.

**Publisher's Department.**

The special attention of our readers is called to the advertisement of Sibley's Pencil Sharpener in another column. This is one of the best pencil sharpeners ever invented. First: It is entirely practical, doing the work easily, quickly and thoroughly. Second: The cutting parts can be readily replaced when they become dull or worn by long usage—an indispensable feature in any sharpener, and one found wanting in so many. By careful thought and experience this invention has been brought to such perfection, that an ordinary pencil that has never been sharpened can be reduced to a fine point, with an inch taper, in ten seconds. It is needless to enlarge upon the advantages of sharp pencils, and the saving of time to teachers, who are often obliged to sharpen lead and slate pencils for fifty or sixty scholars in a single day. These teachers need only be told that an article of genuine merit is obtainable, to gladly avail themselves of it. Send for fuller description to Willard E. Sibley, Waltham, Mass.

**JOSH BILLINGS** says: "The best medicine I know for the rumatiz, is to thank the Lord it aint the gout."

**IMPORTANT.**

When you visit or leave New York City, save Baggage Expressage and \$3 Carrage Hires, and stop at the **Grand Union Hotel**, opposite Grand Central Depot. 600 elegant rooms, fitted up at a cost of one million dollars at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the **Grand Union Hotel** than at any other first-class hotel in the city.

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# Pirates, AUTHORS, and CHEAP BOOKS.

The following extract from a letter from the well-known Author and Artist **PHILIP GILBERT HAMERTON** appeared in a recent number of the New York Publishers' Weekly:

"I saw by the advertisements in American periodicals that a New York pirate had got hold of 'An Intellectual Life.' We sadly need a copyright law. It would be a benefit to all honest men, including American authors, who would be spared part of the rivalry produced by flooding the States with cheap pirated reprints. Yours very truly, P. G. HAMERTON."

To which I beg leave to reply as follows:

**DEAR SIR.**—The above note evidently refers to me, as I am the one publisher who has reprinted the work referred to at a low price. Of course it warms the blood, a little, of an honest man, to have another honest man call him a knave. When discussion gets to that point, argument is cut off. I will, however, make a few points on my side of the case.

**First.**—I am, and long have been, heartily in favor of giving authors the control of their productions upon *their own terms*, within the limits of the bounds of common sense—it would hardly be practicable for us to pay copyright to Homer, and it may be an open question as to when Macaulay's heirs should cease to receive their tax; there is, of course, some limit; honest "doctors disagree" as to points of equity, expediency, and the best methods of bringing a happy future out of the evil present.

**Second.**—The laws of this country (and I believe the same is true of *all* countries) are not as you and other authors desire they should be. Evidently, too, it is quite as useless for authors to expect to get what they want without a *CHANGE* in the *laws*, as to hope to reach the result by calling publishers bad names. Where is the common sense of characterizing me as a "pirate" because I multiply (within the bounds of law and of custom since the time of Cadmus) copies of your book from the copy I bought and paid for, more than in applying the same term to one who reads the book aloud to a dozen friends, who consequently do not buy it—or more than applying it to YOU for appropriating the language and thoughts of the patriarch Jon in one of your books without giving him any payment—you give "credit," doubtless, to the authors whom you quote, but you give them no "pay."—I give YOU credit, but no "pay" beyond the copy I buy, till we are able to secure a *change* in the *present unsatisfactory laws*.

**Third.**—General Grant once said, "The best way to get rid of a bad law is to enforce it;" that is my theory, and I shall continue to practice upon it; I expect to aid in securing to you by "enforcement" of the legitimate consequences of the present laws, what authors would never get by whining or growling. Some people give to my methods the credit of being, possibly, the largest single influence which is working in this country to bring about the much desired change in the laws.

**Fourth.**—While authors certainly have their "rights," readers have some rights also. When I was a boy under fourteen years of age the good literature accessible to me was limited, nearly, to Murray's English Reader, and Josephus' Works. I do not pretend to be the reader's especial champion, but I DO look at the question of the "intellectual life" for them from their standpoint as well as from that of the author—and it is amazing to me that

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**Publisher's Department.**

Nothing is more certain in the progress of education than that a majority of the old systems of penmanship must go, and these of course will be replaced by systems more in accordance with natural laws. Among those systems already attracting extended notice and commendation, and being adapted widely for use, is that of the Business Standard Copy-Books published by Messrs. Cowperthwait & Co. of Philadelphia. These books were adopted for use in the schools of that city and of Albany, and are giving great satisfaction. One-fourth of the pupils' time is saved by the use of these new and what may reasonably be termed "enlightened" methods.

A book which will command the immediate and lively interest of every teacher and school officer in this country has just been issued by Messrs. Harper & Bros., New York. It is entitled "The Power and Authority of School Officers and Teachers." It is written by a member of the Massachusetts bar in response to urgent advice from many directly interested in school work, and includes decisions rendered in several states, covering many questions in the management and government of public schools, and concerning the teacher's jurisdiction over pupils out of school. The need of such a book has been long felt, and its importance will be universally acknowledged.

As many teachers are through constant exposure in all kinds of weather and situated air in their class-rooms, suffering from colds in the head and catarrh, it does not seem amiss to call their attention to a remedy that is now attracting much attention, namely the Vita Suppositories, whose claim is that they give immediate relief, and are without safe and convenient. Mrs. Dr. Lozier, the most celebrated lady physician in the world says of it: "I consider the elements composing your formula for the Vita Suppositories as being the best and safest that the recent researches in medical science have to offer for the cure of nasal catarrh and kindred affections. I find nothing to equal them in practice." Vita Suppositories are for sale by all druggists, at No. 12 Cliff street, New York.

The enviable reputation established by Messrs. Clark & Maynard for text-books combining the most desirable features, leads one to expect something extra-good wherever their names are appended to a new publication, and teachers and others will not be disappointed in examining the new class-room edition of Shakespeare's Plays, edited by Brainard Kellogg, A.M., and carefully adapted for use in mixed classes. This edition has many special advantages, and we commend to teachers a perusal of the advertisement of the publishers in another column.

The Normal Educational Series published by Messrs. Sower, Potts & Co., of Philadelphia, contains a number of books well worthy the thoughtful consideration of educators. Among these may be mentioned "Griffith's Natural Philosophy" and "Lecture Notes in Chemistry;" "Westlake's How to Write Letters" and "Common School Literature;" "Raub's Normal Spellers," "Lloyd's Literature for Little Folks," "Fowles' English Grammars," Peitton's Unrivalled Outline Maps," "Sheppard's Constitution," "Peterson's Science."

Acme Songs No. 2 (advertised in our columns last week) will give even greater delight than its predecessor, No. 1. 95 excellent songs, words and music, for ten cents.

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**THE TRIALS OF A MINISTER.**

**THE REV. J. P. ARNOLD,** (Baptist) Camden, Tenn., in 1878 was taken with Bright's Disease, resulting in two large abscesses. In 1878 another abscess formed which discharged for eighteen months. In 1881 two abscesses formed. He then began Warner's SAFE Cure "which restored me to perfect health," and in June, 1883, he wrote, "my health is as good as ever." Try it!

**IF YOU DOUBT, TRY IT AND SEE.**

**D. M. DEWEY,** of Rochester, N. Y., Jan. 25, 1883, wrote, "One of the most prominent physicians here found 22 grains of sugar to the fluid ounce of my urine; was unable to benefit me. I then began using Warner's *SAFE Diabetes* Cure, and Warner's *SAFE Pills*. Having used five bottles of each, I found myself cured." N. B.—Mr. Dewey remains well.

**"SEVEN."**

**DAVID TOOKE,** Esq., Columbus, Tex., in 1879, was attacked with black Jaundice, followed by hemorrhage of the kidneys, and was pronounced incurable. Seven bottles of Warner's *SAFE Cure* restored him to health in 1880, and July 1, 1884, he writes, "My health has been excellent ever since." Try it, try it!

**A CAMPAGNER'S EXPERIENCE.**

**LAWRENCE MIX,** Esq., Warsaw, N. Y., a well-known campaign orator, in 1883 took fifteen bottles of Warner's *SAFE Cure* for kidney trouble (after many physicians of excellent standing had given him up), and was cured. December 9th, 1884, he says, "I have had no serious return of my trouble, and so conclude that my cure is permanent."

**A WOMAN'S HAPPY RELEASE.**

**MRS. F. F. DOLLOFF,** Haverhill, Mass., Aug. 6th, 1881, said she had been cured of inflammation of the bladder by five bottles of Warner's *SAFE Cure*. Dec. 24th, 1884. Mr. Dolloff wrote, "Mrs. Dolloff has never seen a sick day from that inflammatory disease since Warner's *SAFE Cure* cured her in 1881." Cure permanent.

**FRANCIS L. DOW,** assistant police marshal, Taunton, Mass., three years ago was cured of stone in the kidney and bladder by Warner's *SAFE Cure*, and in June 1884, he wrote, "I have not seen a sick day since I began Warner's *SAFE Cure*, and never felt better; have gained eighteen pounds."

**HAVEN'T YOU F IT JUST SO?**

**ISAAC N. WOOD,** Fishkill, N. Y., July 1884, wrote, "It is two years ago last spring since Warner's *SAFE Cure* cured me. I was called a dead man, but that medicine brought me to life. I take a few bottles every spring to keep me right." He was afflicted for six years with pains in the back, ending in kidney hemorrhage. Cure permanent.

**THE FARMER'S HEAVY DEBT.**

**A. WAY,** Navarino, N. Y., in 1879, was afflicted with neuralgia, ringing sensations in the ears, hacking cough, pain in the back, irregular urination, dropsy, nausea, and spasms of acute pain in the back. Then came chills and fever. The doctors gave him up, but after using 22 bottles of Warner's *SAFE Cure*, he said, "I am hale, hearty, and happy." On June 29th, 1884, he writes, "My health was never better. I owe my existence to Warner's *SAFE Cure*." Cure permanent.

**"WONERS."**

**E. H. BECKWITH,** Norwich, Conn., Dec. 18th, 1884, stated, "I owe my life to Warner's *SAFE Diabetes* Cure; when I began its use I passed 10 quarts of water daily, which contained 14 per cent of sugar; after using seven dozen bottles my doctor pronounced the water free from sugar; it has done wonders for me."

**"O! SOFFERING WOMAN!"**

**C. F. B. HASKELL** (formerly of Mt. Vernon, Vt.), now locating engineer on the B. C. R. and N. Railroad, Dakota, stated in 1883, that his wife was utterly prostrated with female difficulties, and did not seem to be amenable to physicians' remedies. She could not sleep; trembled like a leaf, periodically lost her reason. They then began the use of Warner's *SAFE Cure*. Writing in July, 1884, from Dakota, Mr. Haskell says, "My wife

has never seen the slightest inclination of a return of the difficulties Warner's *SAFE Cure* removed." Try it, O suffering woman!

**A NOTABLE ARREST.**

**C. H. OBERBECK,** Deputy Sheriff, St. Louis, Mo., in 1882, took Warner's *SAFE Cure* for a very severe kidney and liver complaint; he had lost 75 pounds in weight under the doctor's care. Five bottles of Warner's *SAFE Cure* arrested and cured the disease, and December 1884, he wrote, "I now weigh 260 lbs., and never felt better in my life. I recommend Warner's *SAFE Cure*."

**THE TEST OF 8 YEARS!**

**DAN A GROSVENOR,** Esq., United States Treasury Department, First Controller's Office, Washington, D. C., took Warner's *SAFE Cure* in 1878, and Dec. 29th, 1884, he wrote, "Warner's safe cure, in my case effected a permanent cure, and for five or six years I have experienced no trouble from what was a serious kidney affection."

**FIFTEEN YEARS!**

**JNO. L. CLARK, M.D.**, Waterloo, N. Y., in 1881, was prostrated with Bright's Disease, crick in the back, rheumatism, and malaria. From the latter he had suffered for fifteen years without help. In 1884 he says, "Warner's *SAFE Cure* cured me and I am sound and well." If you doubt, ask your neighbor!

**NEVER.**

**MRS. HELEN LEIKEM,** West McHenry, Ill., two years ago used Warner's *SAFE Nervine* for entire nervous prostration. August 1884, she wrote, "I have never enjoyed such good health; have had no return of my trouble."

**TEXT FOR A SERMON TO EVERYONE.**

**REV. S. P. SMITH** (Universalist), of Marblehead, Mass., suffered for years from bilious attacks and gall stones. In January, 1883, he was cured by Warner's *SAFE Cure*. June 2d, 1884, he says, there has been no return of the bilious troubles; I have not experienced the least pain or suffering since my restoration by Warner's *SAFE Cure*. Cure permanent.

**MRS. CARRIE D. T. SWIFT,** Rochester, N. Y., for 25 years suffered from *hereditary rheumatism*, many times being utterly helpless, especially in warm weather. In July, 1883, she used a few bottles of Warner's *SAFE Rheumatic Cure*, and January 1885, said her restoration to health was as complete as miraculous. Cure permanent.

**PERMANENT SECURITY.**

**T. O. LEWIS,** San Francisco, Cal., Oct. 23, 1881, says, "I have suffered for ten years with congested kidneys, and have passed stones ranging in size from the head of a pin to a pea, which caused strangury of the neck of the bladder. The best physicians in this city said I could not recover. I used four bottles of Warner's *SAFE Cure*, and got rid of four calculi." Writing June 28th, 1884, he says, "The cure effected in 1881 was permanent."

**INSURANCE.**

**HOME INSURANCE COMPANY OF NEW YORK** Office 119 Broadway. Sixty-third Semi-Annual Statement, January, 1883.

CASH CAPITAL	\$3,000,000.00
Reserve Premium Fund	2,647,565.00
Reserve for Unpaid Losses and Claims	465,708.64
Net Surplus	1,141,720.91
\$7,805,000.00	

**CASH ASSETS**

Cash in Banks	\$21,795.41
Bonds & Mortgages, being 1st lien on R. E. H. 1,065,410.00	1,065,410.00
United States Stocks (market value)	2,645,635.00
Bank & R. E. Stocks & Bonds (market value)	1,200,400.00
State & City Bonds (market value)	123,000.00
Loans on Stocks, payable on demand	236,000.00
Interest due on 1st January, 1885	106,682.45
Premiums uncollected & in hands of agents	356,002.72
Real Estate	6,163,183.00
TOTAL, \$7,386,950.65	

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